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ABSTRACT

The school library has long been recognized as an integral part of any school system. It plays a vital role in the total instructional program at all grade levels, and provides students and teachers with access to the world of knowledge. The school library is not only a source of materials necessary to support the basic curriculum of the school, but also provides resource materials for enrichment in every area of the students' interest. This manual contains background, guidelines, and recommendations for elementary and secondary school libraries and library media centers in Idaho public schools. The report is divided into 10 chapters: (1) The School Library Program; (2) The District Coordinator and the Processing Center; (3) The School Library Budget; (4) Teaching Information-Finding and Evaluating Skills; (5) Suggestions for School Library Facility Planner; (6) Materials Selection in School Libraries; (7) Weeding and Inventorying the School Library; (8) The School Library and the Copyright Law; (9) Beginning a School Library Media Program; and (10) Using Teacher-Aides in School Libraries. Appendices include: Idaho Accreditation Standards; Northwest Association of Schools and Colleges Standards of Accreditation; and sample job descriptions for school libraries. (SWC)

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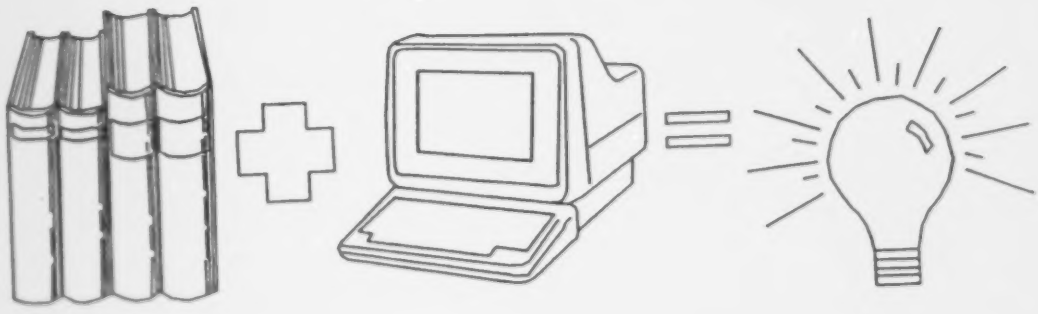
MANAGING SCHOOL LIBRARIES in ELEMENTARY and SECONDARY SCHOOLS



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State Superintendent
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MANAGING

SCHOOL LIBRARIES

in

ELEMENTARY

and

SECONDARY SCHOOLS

Revised 1992

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FOREWORD

The school library has long been recognized as an integral part of any school system. It plays a vital role in the total instructional program at all grade levels. In this center the students and teachers have access to the world of knowledge. Not only is it a source of materials necessary to support the basic curriculum of the school, but it provides resource materials for enrichment in every area of the students' interest.

The State Department of Education is committed to assisting local school districts in the improvement of instructional programs to meet the individual needs of all students at all grade levels. The framers of the Idaho Constitution recognized the importance of an informed electorate if we are to maintain the stability of our republican form of government when they charged the legislature with the establishment and maintenance of a general, uniform system of free, public common schools. It is hoped that you will find the publication a valuable document as you continue your efforts toward providing students with the skills, knowledge and attitudes necessary to meet that challenge. If there is further assistance we can provide, please let us know.

JERRY L. EVANS
State Superintendent
of Public Instruction

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This manual represents the work of many people. Helen Werner and Don Dietsch did much of the research and writing on the chapter on budgeting, and Marian Hylen did the revision for this edition. The chapter on beginning a new library owes much to the work of Marjorie Fairchild, Barbara Fowler, and Vera Kenyon; the current revision was the work of Marcia Beckwith. Mary Jane Hill revised the chapter on selection for this edition. Larry Gould provided valuable help in up-dating the chapter on the district media center. Tom Olsen's help in checking the accuracy of the chapter on copyright was indispensable. Special thanks are due Al Blank and Mary Jane Hill for reviewing the chapter on facilities planning.

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Rudy Leverett
November, 1992

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CHAPTER I

THE SCHOOL LIBRARY PROGRAM

Introduction

Nothing is more important for the development of a strong school library media program (hereinafter called library program) than a clear idea on the part of the school librarian and the school administration as to why school libraries exist. Explicit understanding of the unique educational purpose and functions of the school library is essential for at least two major reasons: first, to give direction and consistency to program planning, development, and operation; second, to enable the school librarian and the administration to offer an educationally meaningful justification to school boards and the public for continued support of such an expensive program as the school library.

What, then, is the most unique purpose and value of the school library? Most simply stated, it is identical with the purpose and value of the public school system itself, at least as that purpose is commonly set out in state constitutions. In most states, including Idaho, authority for the creation of the public school system is found in the state constitution. And in most of these constitutions the reasons given or implied for the creation of the public school system is the idea advocated by Thomas Jefferson that an educated citizenry is necessary for the survival of a democratic form of government, and that a public school system was the best way of assuring the continuing existence of such citizenry.

Neither Jefferson, Madison, nor any of the other founding fathers was under the illusion that a public school system could make scholars of all the nation's citizens. They did, however, believe it possible to teach most people how to inform themselves on important issues and to make their own critical judgments based on the best available information. It was to serve this important state interest that the founding fathers involved the state in the business of education by creating a public school system.

The Idaho constitution clearly reflects the view of the purpose and function of the public schools set out above. Article IX, Section I, of the document states:

> *The stability of a republican form of government depending mainly upon the intelligence of the people*, it shall be the duty of the legislature of Idaho to establish and maintain a general, uniform and thorough system of public, free common schools. (*Emphasis added*)

The point of this discussion for the school librarian is, of course, that both law and tradition define a purpose for public education which could serve, almost unchanged, as a statement of the purpose and function of school libraries. For what is that purpose if not to help students become intellectually independent adults--to do such things as helping students to learn the structure of the world of knowledge and information; to acquire the skills needed for gaining direct, personal access to that structure; to develop the critical attitudes and habits of thought necessary for intelligent evaluation and responsible use of knowledge and information; and to learn how to teach themselves the things they need to know throughout their lives. This is the special subject matter of the school librarian, and the school library is the ideal instrument for teaching this curriculum. The citizen who has mastered these skills has no need for--and little toleration of--party bosses, patrons, grand dragons, ayatollahs, commissars, and other demagogues and minions of special interests insofar as the exercise of his franchise is concerned. It was, perhaps, in recognition of these facts that the Idaho legislature enacted Section 33-512(8) of the Idaho Code which states, "The board of trustees of each school district shall have the following powers and duties: . . . to equip and maintain a suitable library or libraries in the school or schools . . . ." The school library is one of the few aspects of the basic public school program which is specifically required by name in the Idaho Code. From this discussion, it should be clear that a school library is not merely a library which happens to be located in a school. Rather, a school library is a special kind of teaching instrument. And a school librarian is not just a librarian who happens to work in a school; rather, he or she is a teacher who uses the school library to teach a special group of skills, values, and attitudes.

In pursuit of the educational purpose described in the preceding paragraph, the school librarian has certain advantages over other teachers. In addition to offering a program of direct instruction of students in the skills of finding, evaluating, and using information to make important decisions and judgments, the librarian administers the library and a program of library services to other teachers. The librarian is, therefore, powerfully situated to influence profoundly almost every aspect of the school's curriculum. The librarian can, for example, build a school library capable of supporting English, history, science, and other teachers in their efforts to teach students to conduct significant research projects in their particular disciplines. This means, of course, not only building the materials collections capable of supporting such efforts, but providing the organization, control, and bibliographic integrity to the program necessary to make the library an effective teaching instrument. In this and similar ways the school librarian can contribute powerfully to the achievement of the basic purpose described above and to the broader goals of liberal education as well.

It should be clear from what has just been stated that much of the job of the school librarian is administrative in nature. That is to say, the librarian is significantly involved in planning, organizing, coordinating, supervising, budgeting, staffing, proposing and interpreting policy, making decisions, and accepting responsibility with respect to the operation and management of a large and important part of the educational program of the school--a part which, even in smaller schools, is likely to represent an investment of several hundred-thousand dollars of public tax money. In this respect the job of the school librarian

is very similar to that of the principal--both are, in part, administrative jobs. In a very real sense, there is no such thing as administration in the abstract: there are only particular kinds of administration. And just as school librarians would not be qualified to administer an athletic department or a construction company, no amount of purely administrative training or experience in managing a business or even a school would, in itself, qualify anyone to administer a school library program. In order to successfully administer a school library, one must know the school library business. And what that entails cannot, of course, be set out in a manual of this sort. What follows is intended to be only reminders and suggestions for the use of those who already, in some sense, "know the school library business."

Nevertheless, any administrator so fundamentally involved in the educational process as is the librarian, must be, above all, an educator. The librarian must realize that what he or she has in common with the coach, the counselor, the principal, and the mathematics teacher is the profession of education. It is on this common ground that the librarian must meet and communicate with his colleagues if he hopes to gain their respect and confidence, and if he is to offer them anything in the way of relevant services.

The Librarian and the Principal

The principal is the key figure to the success of any project or undertaking in any school. If he does not take the leadership in promoting the philosophy, values, goals, and methods of the library program, it is not likely that the faculty will follow anyone else. The interest and understanding of the principal are as important as the professional competence of the librarian in determining attitudes and working relationships between the librarian and other faculty members. The following is a list of the ways in which the principal can be of inestimable value to the success of the library program. The principal:

1. assists in the formulation of official policy which governs major aspects of library operations.

2. cooperates with the librarian in formulating a long-range developmental plan for library service. Such a plan begins with a thorough analysis of existing conditions and services and a study of how matters might be improved within existing circumstances through the application of work simplification techniques, expansion of services, and more judicious allocation of resources. State and regional guidelines can be of help in delineating these objectives, but the requirements of the local educational program are the critical criteria. Next, the means and the time schedule for meeting these objectives year by year must be worked out in some detail with budgetary projections and contingency plans included at each step. The aid of the principal both in formulating and in gaining acceptance for the developmental plan is vital.

3. provides for regular meetings of teachers and librarian to plan and execute a program of instruction in information finding and evaluating skills.

4. designs a schedule which is realistic in terms of the demands of the librarian's time, and in terms of student access to the library.

5. helps in the interpretation of the program to teachers, parents, and the district administration.

6. lends the weight of his authority and prestige to efforts to communicate the importance of the library to teachers and students.

7. provides adequate staffing for the library, both professional and clerical.

8. provides for an adequate budget and physical facilities, without which an adequate media program is out of the question.

9. assures that teachers exercise their professional responsibilities to help in building, maintaining, and using an up-to-date materials collection in their own subject areas.

It is the responsibility of the librarian to interpret the role of the school library to the principal, and to keep him advised concerning its progress and effectiveness. In this way, the principal is kept involved with the library; his interest is not allowed to lag, because he is constantly reminded of the need for his leadership and of its effect. The following are a few suggestions for communicating effectively with the principal:

1. Make sure that the principal understands the potential of the library as a single, central pressure point for influencing the character of the school, implementing the principal's educational vision, and showing off the school's achievements to the community and the district administration.

2. Give the principal a copy of the appropriate guidelines or standards and other library-related policies (e.g., book selection and complaint review), and discuss these with him.

3. Arrange a convenient time for discussing with him at some length the entire library program and the objectives toward which it is pointed. As both an educator and a program administrator, the librarian should appreciate the organic relationship existing between all school functions, and should, therefore, be able to discuss library development realistically within the context of the total educational program.

4. Submit a monthly report which gives a brief, concise account of library activities.

5. Confer with the principal concerning specific ways in which the educational value of the library program can be significantly enhanced, e.g., the possibility of appointing a faculty library committee or the possibilities of increasing flexibility in scheduling practices to allow greater student and teacher access to the library.

6. Be considerate of the pressure and demands on the principal's time, and do not obtrude or attempt to monopolize his attention. On the other hand, be aggressive and unapologetic in pressing for the development of the best possible library program for your school.

The Librarian and Other Teachers

No one can more effectively sell the library program to students than can the classroom teacher. Most teachers are willing to cooperate if they are helped to understand the role of the modern school library, and if they are benefiting from the services of the library. Here is a list of some of the ways for relating more effectively with the faculty:

1. Make sure that teachers understand the larger purposes of the school library as well as its more pragmatic, operational goals and services.

2. Be thoroughly familiar with the policies, goals, curriculum, calendar, schedule, etc., of your school.

3. Formulate immediate objectives and a long-range developmental plan for the library which contributes to the realization of the objectives of the school.

4. Know other teachers by their first names and always be friendly, helpful, and accessible to them. Always make it clear that you are a teacher, a member of the educational profession, and not a member of the library profession.

5. Provide a syllabus, course materials, assistance, and model lessons to teachers on information finding and evaluating skills.

6. Make certain that each teacher understands the ways in which the school library can be used to make his own work more effective. Be willing to help teachers incorporate the library into their teaching techniques. This guidance should be in practical, concrete terms. The teacher might be advised to avoid giving assignments which can be fulfilled by a simple notation of facts or by the performance of a mechanical task such as reading the next chapter in textbook or the rote memorization of some speech or poem. Instead, the librarian might suggest that assignments include or require valuative analysis of information, events, relationships, circumstances, etc., or the making of informed judgments or comparisons. A few other suggestions follow:

    a. Involve the students in the planning of learning experiences so that they have a personal stake in the outcome.

    b. Develop projects that require for their completion the gathering of a variety of information.

    c. Provide opportunity for team learning projects with each team member responsible for gathering information for some aspect of the study.

    d. Stress the use of reference materials as a source of in-depth background information on a topic under study, e.g., current events topics.

    e. Use panel discussions, demonstrations, debates, committee reports, dramatizations, or any other device which requires student discussion, for discussions cannot be sustained unless the students have informed themselves on the subject.

7. For each teacher, keep a folder containing bibliographies, outlines of units taught, assignment sheets, reserve books requested, hard-to-answer reference questions, etc.

8. Arrange to attend all faculty meetings, in-service training meetings, department meetings, curriculum planning meetings, etc., so that you can keep your finger on the pulse of the school's curriculum and activities.

9. Catalog all audio-visual materials so that teachers may locate them easily.

10. Consult with counselors, remedial reading teachers, special education teachers, school nurse, vocational education teachers, etc., in order to determine the special material needs of the school which should be included in the library collection.

11. Consult with individual teachers, specially new teachers, to learn of their particular materials needs.

12. Provide convenient displays of current professional materials for the use of the teachers.

13. Offer to duplicate titles much in demand. Paperback books may often be used for this purpose. A vigorous paperback program is, in any case, one of the easiest ways of increasing reading.

14. Relax circulation procedures to accommodate special needs and circumstances. Lend reference materials to classrooms for reasonable periods when needed. Arrange for long-term loans of small collections to classrooms when needed.

15. Make yourself available to visit classrooms for the purpose of explaining specific materials which are likely to be used in conjunction with current assignments.

16. Devise some means of scheduling entire classes into the library when such is requested.

17. Involve teachers in the selection of library materials.

18. Involve teachers in the weeding of their own subject collections.

19. Provide a library handbook which explains the organization and policies of the library, presents the philosophy and objectives of school librarianship, and explains some of the ways in which the school library can be used as a teaching instrument.

20. Provide a routine orientation to the library for new teachers, and keep all teachers informed of new services and resources.

21. Allow teachers to reserve certain materials used in connection with specific courses or units, and supplement your collection on special occasions by borrowing material from other libraries.

22. Cultivate your role as materials specialist, and help teachers in compiling bibliographies, reading lists, etc. Send reviews of new materials to teachers who might be interested.

23. Attempt to determine which classes make the most and which the least use of the library, then try to apply the circumstances of the former to the latter.

24. Arrange assistance for teachers in the production of audiovisual instructional aids when such aids are not available in the collection. Arrange assistance to teachers in learning to operate media equipment.

25. Cultivate the role of a professional educator charged with the responsibility of administering one of the school's educational program.

26. Offer the library as a center for teachers' meetings when classes are not in session, and keep the library looking fresh and attractive.

27. Maintain a file on community learning resources, including resource people.

The Librarian and the Student

The entire effort of American education is intended to focus on the individual student, and the school library should be the place where this ideal is most fully realized. Within the library environment, the student should be able to find his own level and pursue his own needs and interests at his own pace. The librarian should strive continually to identify and eliminate those factors which inhibit student use of the library; at the same time, the librarian should have a positive approach to promoting the library program to students. A good place to begin is by making the library a physically attractive and comfortable place to be. Numerous studies have demonstrated the effects of the physical environment upon learning and retention by students. Dramatic increases in use of school facilities, notably libraries, as a result of attention to decor and atmosphere have been amply demonstrated.

The librarian can have a great impact on students and their usage of the library by applying some of the ideas presented below:

1. Provide, or help to provide, formal instruction at every grade level in the use of libraries and their resources. The librarian is responsible for seeing that each student is given instruction in the use of libraries and in the skills of critically evaluating information. Ideally, such instruction should be provided as a cooperative effort between the librarian and the classroom teacher; and this, naturally, suggests the involvement of the principal in planning the instruction. But, aside from the formal program of instruction, the librarian has the responsibility of working individually with students who need help or review concerning library and bibliographic skills.

2. Although it is not exclusively the responsibility of the librarian to provide instruction in the area of study skills and methods of inquiry, e.g., note-taking, paraphrasing, summarizing, abstracting, relating and associating information, scanning, organizing information, evaluating and synthesizing material, outlining, etc., the librarian, as an educator, should be willing to cooperate in providing such instruction when requested to do so. For it is difficult to imagine a more fundamental intellectual skill than that of being able to clearly formulate a question or problem in such a way that it can be used to direct the search for information which eventually leads to the gaining of insight into the problem.

3. The entire library program, including the librarian's work with individual students, should have as one of its major goals the cultivation in students of a genuine appreciation of literary art and discriminating judgment in his approach to nonfiction materials. Part of the library instruction should deal with criteria for evaluating both fiction and nonfiction. The library program is aimed at cultivating habits of critical thinking in students, along with a basic tendency to approach life with an open mind. Students should come naturally to depend upon the library as a source of the kind of unbiased, dependable information required for the exercise of critical judgment.

4. Uphold the student's right to be informed. Support ideas and values set forth in the "Library Bill of Rights" and the ALA statement on the "Freedom to Read."

5. Allow students to browse in the library with no particular purpose in mind. Some students enjoy the atmosphere of the library and use it as a place of retreat or rest. There is no reason to discourage this so long as such students are not disciplinary problems.

6. Allow a reasonable amount of mutual interaction between students so long as it is conducted in an orderly fashion. Independent study does not necessarily mean study in isolation. Ideally, the library should have at least one conference room, but discreet discussion can be carried on in the reading room in most cases, especially if the floor is carpeted and the ceiling acoustically tiled.

7. Allow students to participate in the selection of library materials. The more students can be involved in any kind of library activity, the greater their sense of identification with it becomes.

8. Read the books known to be favorites with students, and follow reliable reviews of new books.

9. Listen to comments made by students about books they read, and solicit their opinions about what they read.

10. Do not make library privileges contingent upon any consideration other than acceptable citizenship.

11. Allow time for student use of the library on a non-scheduled basis.

12. Provide for students a library handbook which explains the library, its purpose, its resources, and its use.

13. Change bulletin boards frequently, and involve students in the design and construction of bulletin boards and displays.

14. Feature exhibits and displays of student work, hobbies, projects, etc. Include shop, laboratory and athletic projects in this category, as well as the work done in the art department. Keep library facilities pleasant and inviting.

15. Recruit students to work in the library as clerks, technicians, perhaps even as reference people, but do not accept student assistance as a permanent substitute for adequate paid clerical or professional help.

16. Keep service systems simple. Try to keep circulation procedures as nearly nonexistent as possible. If fines are charged, keep them small; other than routine collection for overdue, lost, or damaged books, collections should be handled by the person in the school who handles other disciplinary problems. Fine policy should be flexible enough to allow the librarian to excuse payment when circumstances warrant.

17. Circulate non-print materials and equipment if at all possible. Be flexible in regard to the circulation overnight and over weekends of reference materials.

18. Be considerate of the student's reading level in recommending books, but respect his own choice. Standardized test scores can be useful in this respect.

The school library is not only a place designed to support the learning concepts and principles of particular disciplines; it is also a place where students learn the study skills and habits necessary for continuing self-education; it is a place where they acquire habits of logical thought and mature judgment; it is a place where developing minds can take advantage of the cumulative experience of mankind. The school library is a place for wondering, for speculating, and even for dreaming. In these respects the school library occupies a unique position in the educational programs of most schools.

The Librarian and the Community

If the community understands the nature and purpose of the school library, it will demand development of an effective program. It is the responsibility of the librarian in cooperation with the school administration, to interpret the library program and its needs to the community. Here are a few ways of telling the library story to the community:

1. Make available to interested persons, or groups, pamphlets or leaflets which describe briefly and concisely the purpose and work of the school library.

2. Arrange visits and demonstrations for PTA members, school board members, school administrators, etc., showing exemplary programs, facilities, equipment, etc.

3. Accept program assignments at meetings of education and civic groups, and use the opportunity to promote school library interests. In addition to just speaking, use motion pictures, slides, panel discussions, symposia, etc.

4. Hold open house receptions in the library after PTA or school board meetings.

5. Encourage the use of the library facilities during non-operating hours by PTA, school board, or other interested groups.

6. Invite local news media to do a special coverage of school libraries during National Library Week or some other occasion.

The Librarian and the Collection

Central to the management of the school library is the building of a materials collection which supports meaningful instruction in bibliographic and research skills, satisfies the requirements of the school's curriculum, and meets the individual needs and interests of students. Given the range of subject matter involved, the variety in quality and format of materials available, and the individual differences of students, the complexities of identifying, evaluating, selecting, locating, acquiring, and organizing large quantities of educational materials begins to become apparent. Building a quality school library collection is a job that no one person is expected to be able to do alone. A primary responsibility of the school librarian is to design efficient procedures for involving the entire school community in this process, and to coordinate the whole affair. The librarian also is responsible for providing the evaluation, comparison, selection, and acquisition of materials. To do this well requires a great deal of quite specialized knowledge and a high degree of administrative skill as well.

The building of a collection is an on-going process which includes "taking away" as well as "adding to." In fact, one of the easiest ways to cripple the entire library program is to neglect the pruning of the library organism. The vital "half-life" of most school library materials is so short that one-fourth to one-half or more of the collection should not be older than five years; and practically all of the collection should be less than ten years old. A school library is an intellectual milieu into which students should be encouraged to immerse themselves. Listed below are some general guidelines relating to the broader aspects of the creation of such a milieu.

1. Keep the collection dynamic and current. A school library cannot expect to provide much in the way of a retrospective collection; it is not, in the true sense, a research library, though nothing it does is more important than teaching the skills of research. Help in keeping the collection alive and vital can be had only by involving students and teachers in the selection process, and by using local and state curriculum guides.

2. Attention should be given to the "balance" of the collection, although it should be remembered that this is a relative term. The needs of the school curriculum are crucial, at least in practical terms of getting the teachers to use and support the library. State library standards and guidelines can be very helpful in maintaining a balanced collection and in many other ways. Generally, the term "balance" refers to the emphasis given particular subjects or kinds of materials relative to the demand and use that exist for that material. In a school where teacher participation in building the materials collection is vigorous, some formula for equitable distribution of the library budget among departments may be advisable. Balance does not mean simply oiling the wheels that squeak. If it is observed that, say, the chemistry teachers are not ordering materials in their field, the librarian is obliged to bring the matter to the attention of those teachers, or to enlist the help of the principal in arriving at a diplomatic solution to the problem. When all else fails, the librarian must select the materials himself, using the standard selection techniques of his profession.

3. Quality and authority in the collection are more important than currency of the materials. These are obtained by using standard selection and valuative tools and services. The participation of teachers in the selection of materials in their own subject areas is vital in this respect.

4. Most high school libraries will not be large enough to require detailed classification. Simplicity and standardization should be guiding values in the organization of the school library. Record-keeping should be consolidated when possible and kept at a bare minimum. For example, the "on order" file and the file of new printed card sets can often be merged. Statistics can be gathered by using sampling techniques, and volume counts can be closely estimated from the shelf list. Overconcern with precision and detail in library operation leads to the

kind of niggling and dawdling which most professional school librarians find so deplorable. Nevertheless, the value of the library as a tool for teaching bibliographic and research skills depends upon its being responsibly organized and controlled according to standard library systems and practices.

5. The best imaginable materials collection would be of marginal value without an index, i.e., a catalog. The catalog is such a fundamental part of the library that it is meaningless to discuss a school library program without presuming its existence. And, since libraries outlive their personnel, careful maintenance of the catalog is essential. This requires close supervision on the part of the librarian who normally personally checks all filing and withdrawing of cards in the catalog. Decisions which in any way effect the card catalog, e.g., changes in classification policies, filing rules, subject heading authority, etc., should be made very carefully. The change-over from one librarian to another (in itself) can result ultimately in a catalog of limited usefulness if care is not taken to insure continuity of cataloging practices. The card catalog should reflect holdings of non-print media as well as materials in traditional format. Some librarians find it convenient to color code catalog cards of non-print media and/or to maintain separate catalogs or lists of these materials.

6. Management of a library collection would be considerably more difficult but for the record known as the shelf list. This record consists of one card for each item of cataloged materials in the library, and these cards are arranged in call number order exactly as the books are arranged on the shelves. In addition to containing the bibliographic data on the book or item, the shelf-list card also contains administrative information on the cost of the item and the date of its acquisition. Moreover, many librarians temporarily tag shelf-list cards with a code that shows the current status of an item, e.g., "in storage," "at the bindery," "on permanent loan," "missing," etc. Thus, the shelf list is valuable as a means of getting a quick overview of the collection or of assessing the balance of the collection. In more practical terms, the shelf-list is used during the process of classification and cataloging, to insure consistency in the use of classification numbers. The shelf-list card, which is really just a main entry card with the notes and/or contents omitted, is also used to record copy number, in case of multiple copies of the same volume; accession number, if used; source and date of acquisition; and a notation as to final disposition of the volume. Actually there is dubious justification for recording more than the copy number and the cost of the item, as the other data is either of little use or available elsewhere. Separate shelf-lists are kept for non-print media when these materials are classified differently from printed materials. In short, the shelf-list is the official record of the collection and should, at any given time, reflect the current state of the collection. It is, therefore, an indispensable tool in taking inventory of the collection and determining its value, as well as in selecting, cataloging and

classifying new materials. Shelf-list cards should be retained for a reasonable period after materials are withdrawn from the collection. Traditionally, the shelf-list is kept near the librarian's work area, but it can be a valuable tool for use by patrons.

It is sometimes argued that an accession book should be maintained in addition to the shelf list, but the value of the accession book is dubious. It is true that one can easily obtain an up-to-the-minute total of books purchased within the past year or so, as well as a total cost figure for these materials, by simply adding the appropriate columns on each page of the accession book. This same information, however, is available from the invoice file; and considering the few times that such information is required and the amount of time and work that goes into creating and keeping current an accession book, the record is difficult to justify.

7. Much can be done by way of simplifying and making more efficient the management of a library collection through careful analysis of such repetitive routines as ordering, processing, and circulation. The use of multiple part order forms, for example, can generate the order slips for books, printed catalog cards, and the "on order" record in one typing. Form letters can be used to save time for overdue notices, reporting discrepancies to suppliers in orders or invoices, or any other repetitive correspondence. Recording cataloging and classification data on the order form, e.g., the Dewey class number when available, at the time of ordering, can eliminate extra effort later when the material actually arrives.

   Careful layout of the processing area can eliminate wasted motion in unpacking materials, checking them against invoices and order files, and routing them through the preparation procedure.

   Circulation routines are particularly susceptible to becoming overly complex and should be carefully scrutinized.

CHAPTER II

THE DISTRICT COORDINATOR AND THE PROCESSING CENTER

The Library Coordinator

The instructional resources coordinator for the school district should be well-grounded in the subject matter of education and should, additionally, hold a graduate degree in librarianship or educational media. He should be a full, participating member of the superintendent's advisory staff. His professional judgments and prerogatives should be subject to review by no one less than the superintendent himself; and, conversely, no action affecting the operations of district media program should be taken without the approval or, at the very least, the knowledge of the coordinator.

Considerable attention should be given at the outset to the kinds of organizational relationships that are to exist between the district coordinator and the building librarians. These relationships should be such as to clearly reflect the endorsement by the district administration of the coordinator's leadership role in the field of learning resources. At the same time, the librarian must respect the authority and responsibility of the local principal. In the final analysis, this kind of relationship will probably depend heavily upon the personality, tact, and administrative insight of the coordinator more than upon formalized organizational relationships. Some of the responsibilities of the library coordinator are:

1. to advise the district superintendent on all matters relating to the district library program. For example, the district coordinator should take the lead in drafting recommendations of needed policy statements for the consideration of top management; and plans for new schools should be reviewed by the library supervisor to insure that sound principles have been observed in the planning of library facilities. In planning new schools, the superintendent should seek the advice of his library coordinator concerning the budgeting for materials, equipment and furnishings, and the necessary lead time for the acquisition, processing, and installation of these items. Matters of a personnel nature, accreditation requirements, and program goals are other examples of the kinds of things which should be discussed thoroughly between the superintendent and his library coordinator before action is taken which would affect the library program.

2. to prepare, in cooperation with other district officers, a comprehensive, long range plan for the development of school libraries within the district. This plan should be so designed that it could be phased into existence according to a definite, but realistic, time schedule with the ultimate goal of providing the best in modern school library service to every student in the district.

3. to plan with local librarians within the district an overall library budget for presentation to the superintendent and the governing board. It is imperative that the library be supported by a formal, detailed budget which specifies the amount of funds available for the purchase of the different kinds of library materials, supplies, and equipment. Provision should also be made for a petty cash fund. It is inconceivable that a librarian should be asked to manage even a small building collection without a clear knowledge of how much money is available to him, or without knowing the details of purchasing procedures within the district.

4. to administer the library budget and to get the most mileage out of the library dollar. This is done by coordinating the purchasing of all library materials, supplies, and equipment for the entire district. This, of course, is not necessarily the same thing as centralized purchasing and processing. Local librarians should be kept up-to-date on the status of their funds as they are affected by expenditures, discount allowances, back orders, cancellations, etc. Orderly administration of allocated library funds results in economic advantages and in better relations between schools and suppliers with consequently better service from suppliers; it also results in better morale among librarians and in better relations between librarians and the school administrations.

The library coordinator deals expertly with library materials and suppliers. He knows that a difference of a few percent in discount rates can be significant, and he knows how to balance announced and true discount rates against the service factor. The library coordinator knows how to deal with subscription agencies in order to get the most economical and uninterrupted service from them. And he knows the pitfalls in buying library supplies, furniture, and equipment. More important, he knows the technical aspects of buying library materials, e.g., binding requirements for various kinds of materials, significant edition changes, quality in format, remainder buying, approval buying, etc.

Since the library coordinator handles the ordering and receiving for the entire district, the work of local librarians and central purchasing personnel can be greatly simplified. Under this arrangement, local librarians benefit by having less unproductive, non-professional work to perform, and purchasing personnel benefit by receiving invoices which have been physically checked against materials received, and are therefore certified for payment. Most important of all, the school district can profit from having an orderly, simple, and routine procedure for the ordering of library materials and the accounting of library funds.

5. to represent and champion the interests of the district's library program in all meetings where policy and distribution of resources are discussed and determined. Only if the library program has its own top level advocate to defend its interests; are we likely to see an end of the tendencies to make the library the first victim of all austerity programs.

6. to provide professional consultative services and serve as a resource person for local librarians, and to conduct in-service training and workshop programs for these people, e.g., in the design of services and procedures and in defining and describing library jobs. The later can be crucially important in those districts which are heavily dependent upon non-professional library workers. Many elementary school libraries are staffed exclusively with uncertified people, and it is extremely important that they have the help and supervision of a professional school librarian.

7. to prepare a program of instruction and coordinate its implementation, for the teaching of information finding and evaluating skills in grades 1-12. This program should be detailed and specific about what is to be taught, when, and by whom.

8. to provide for a coordinated materials selection program by bringing together at appropriate intervals local librarians, appropriate teachers, and curriculum specialists. The library coordinator has the responsibility of providing the selection personnel with an adequate collection of professional aids, many of which are far too expensive to duplicate in building-sized collections. a single set of these aids located in the central library or processing center is adequate for the entire district. In connection with the materials selection program, it would be possible to maintain in the library center an extensive collection of publishers' catalogs, a practice which is too expensive in terms of shelf space at the local level.

9. to help formulate and administer a comprehensive statement of policy which covers all aspects of the library program. The framing of this document should be done with great care and thoroughness, and should include treatment of such subjects as materials selection, delegation of authority, assignment of responsibilities, withdrawing and disposal of library materials, objections to library materials and procedures by members of the community, etc.

10. to evaluate the effectiveness of learning resources programs within the district.

The Processing Center

The district library or processing center should be supervised by the district library coordinator and staffed by an adequate contingent of non-professional and clerical personnel. The primary functions of the center are as follows:

1. to acquire and process all library materials for the entire district and deliver those materials to the building libraries ready to be shelved and circulated. This does not mean that the processing center should do original cataloging and classification of all materials. It may be more economical to buy materials pre-processed when possible. It is a responsibility of the coordinator to study this problem in each situation and to make recommendations to the superintendent.

   Benefits which accrue from this kind of service are obvious. Local librarians are freed from the majority of their non-professional chores with the consequence that they have more time to help students and teachers and to make their libraries optimally useful centers for learning. Furthermore, local requirements for clerical and non-professional aids are greatly reduced, perhaps enough to more than off-set the need for this kind of personnel at the processing center. An important consequence of centralizing processing is the elimination of some work space and facility requirements at the local level. With library space so critically short, any savings at all in this area is significant. Thee design of new library facilities is simplified and construction of same is relatively less expensive.

2. to acquire, inspect, sort, repair, store, and dispense all library supplies and equipment for the district.

3. to clean and repair worn, but still serviceable, library materials.

4. to house an up-to-date professional library and thereby eliminate the necessity of attempting to duplicate this service at each building.

5. to house a first rate collection of selection aids and publisher's catalogs and announcements.

6. to serve as a central resource pool for materials too expensive to duplicate at the local level, e.g., maps, models, films, tapes, etc.

7. to house multiple copies of infrequently used materials which take up valuable space and require duplication when housed at the local level, e.g., materials used only or mainly in conjunction with the teaching of certain units during a particular time of the school year.

8. to acquire, process, store, distribute, and account for the district's textbooks.

9. to provide modern facilities for the production of instructional materials, graphics, printing, audio, video, laminating, etc.

CHAPTER III

THE SCHOOL LIBRARY BUDGET

It takes money to create a library in the first place, and it takes money to keep a library alive once it exists. Without a predictable and dependable annual infusion of funds for the renewal of the library collection, a school library will quickly degenerate into a dismal, disorganized mass of old, out-dated books and magazines of little or no educational value. Moreover, the initial capital investment in the collection and facility, often amounting to a very large sum, will have been irresponsibly squandered.

Managing a school library media center inevitably involves managing substantial amounts of money. Unless the library media director can demonstrate reasonable sophistication in the management of such funds, he or she is not likely to inspire much confidence and respect on the part of those who control the allocation of school funds. The school librarian should be at least literate in the language of budget building. For that reason, this chapter is designed to help library media directors understand not only the process of budgeting generally, but to understand the particular system used in Idaho.

Budget Planning

The preparation of the budget is an annual task, but the planing for this budget is a continuous process. Before a budget can be prepared, the librarian must make a careful analysis of the program being offered and of what is needed for its maintenance and improvement. If the librarian is a library supervisor responsible for the budget of several school libraries, the strengths and weaknesses of each must be scrutinized and decisions must be made about priorities for the current year. But whether the librarian is preparing a budget for one library or many, the fundamental considerations are the same.

If a budget is to be credible, it must be defensible; the librarian must have specific reasons and justifications for each item in the budget. This requires analysis of current operating costs, and it requires awareness of what is going on in the school or district. Changes in curriculum, graduation requirements, accreditation standards, teaching techniques, federal program requirements and funding levels, costs of library materials and supplies, etc., can have profound influences on demands that are placed on the library media center, and on the center's ability to satisfy those demands. And if these are not anticipated and reflected in the budget, the overall library program will be eroded.

The school librarian should be aware of provisions in various federal program which allow for support of libraries. However, most federal funds are intended to supplement, and not supplant, local funds; so, federal funds should not be relied upon in budgeting for normal library operations and development. If federal funds make it possible to accomplish normal library goals sooner than projected, so much the better. Many expenditures such as furniture, equipment, remodeling, and personnel are not ordinarily included in the library

budget. The librarian must make these kinds of needs known to the administration at the time and in a manner which will allow them to fit into school budget planning and preparation.

Types of Budgets

Several types of budgets are in common use, three of which are explained below.

The lump sum budget is one in which the categories are very broad and the amount is not broken down into specific expenditure items. This type is, perhaps, easier to prepare, but it is not recommended, because it does not give the principal and the school board information needed to make decisions. Quite often this becomes a matter of, "last year we budgeted $6,000.00, so that amount plus 8% ought to be enough for this year, too."

The line item budget is a quite detailed listing of every item to be purchased along with its cost. This is a very time-consuming type to prepare and does not allow the needed flexibility for accommodating changes in circumstances, e.g., ongoing requests from teachers and students, substitutions for unavailable items, unanticipated offers of new materials, etc.

The line item budget by large group is probably the most useful type of budget for use by school libraries. In this type, the amount of money needed in various expenditure categories is listed without limiting purchases to specific items. This allows the librarian the flexibility needed for intelligent program administration, and it provides the administration and the board with sufficient information for making good management decisions and for preparing the overall budget for the school and district. Whatever budgeting form is used, the library director should use the same budget account numbers that are used by the school and district so that the library budget can be assimilated into the over-all budget with the minimum amount of account analysis and searching.

Budget Coding in Idaho Schools

Every school district in Idaho uses a standard budget form and coding system. While knowledge of the state's budget format is not crucially important to the school librarians, knowledge of the coding system can be helpful in preparing a library media budget that is easily incorporated into the over-all school budget. Understanding the coding system can also give the librarian a certain amount of leverage and authority in making sure that certain kinds of items, e.g., classroom instructional materials, are not charged against library accounts. The manual for the Idaho Financial Accounting Reporting Management System (IFARMS) details the kinds of items which should be charged to each budget code.

The budget coding system is based on a sixteen part number of the general form "000-000000-000-000-0." As indicated by the chart below, each group of digits in the number has a different meaning.

Fund	Function/Program/Object	Building	Project	Fiscal Year
000 -	000000 -	000 -	000 -	0

So, this number is not as intimidating as it may, at first, seem. The last two number groups (000-0) would not ordinarily concern librarians at all, and the use of the building code number is a school district option. Moreover, since most school library funds are General Fund monies, the first number group, designating the fund number, would usually be the same (i.e., 100) for most budget items. The fund number code indicates the particular school fund from which the money budgeted is to be expended, e.g., the General Fund (100) or the Chapter 2 Fund (260). The following is a list of such fund codes.

Fund Codes

100	General Fund
420	School Plant Facilities Fund
310	Bond Interest and Redemption Fund
410	Bond Building Fund
	Adult Education Fund
100	Driver Education Fund
290	School Lunch Fund
220	Federal Forest Fund
251/253/255	Title I, ESEA, Compensatory Education Fund
257	Title VI-B, ESEA, Special Education Fund
265	Title IV-A, ESAA, Indian Education Fund
260	Chapter 2, P.L. 95-561 Fund
410	Insurance Adjustment Fund
265	Johnson-O'Malley Fund
270/280	Special Funds

Obviously, not all of these fund codes would ordinarily concern school library media personnel. Fund code #410, for example would concern librarians only if the librarian was involved in budgeting for a major remodeling of the library s part of a school building project. And Fund #257 and #241 would be used only if certain special acquisitions were to be charged to those funds.

The second, or six-digit, number group is the line item or "function/program/object" number, and it is this part of the budget code which is most important for school librarians. The first three of these six digits identify the category or type of the expenditure. For example, function or program number 622 identifies the Educational Media Services Program (the 6 means "support services function" and the 22 means "educational media program"). The object number 430 identifies expenditures for library media materials and supplies. Thus, the entire code, 622430, identifies expenditures for books, magazines, audiovisual software, library supplies, etc., to be used in the media program. Compare this with code number 515430. The first three digits, as before, identify media materials. Thus, 515430 identifies such things as books, magazines, audiovisual materials, etc., purchased for use in classroom instruction. Such differences are important for library media people because, for example, if periodicals are purchased for use in the library as part of the library collection, their cost should be charged to the library budget, i.e., line item account number 622430. But if the very same periodical titles are purchased for use in the classroom, they should be charged to a different budget, i.e., line item account number 515430.

The building number simply identifies a particular building in the district. In larger school districts this information can be important. In districts which make use of this portion of the code, the librarian can easily get his or her building number from the administration. According to the foregoing explanation, then, general fund expenditures for library materials in a certain high school library housed in school building number 301 would be coded 100-622430-301.

The main fund codes of interest to librarians, then, are usually the 100 (General Fund), and 260 (Chapter 2) codes, though several of the others, e.g., 251, 257, and 265 may also have significance for the library budget. The school librarian should investigate the possibility of using funds from these other categories prior to developing the library media budget.

Library Expenditure Accounts

Line Item Code 622100 - Salaries of School Library Media Professional Personnel.

The full-time salaries of school library media professional personnel would ordinarily be budgeted under budget code 100-622100, Librarians' Salaries (or Salaries of Library Aides and Clerical or Secretarial Assistants). However, if portions of these salaries are paid from different funds, prorated portions of those salaries for services rendered might be budgeted under, say, 260-622100 or 265-622100. If a distinction needs to be made between salaries of certified and non-certified personnel, it could be done in the fund code, e.g., by using 110 for regular certified personnel, 115 for regular non-certified personnel, 160 for certified substitutes, and 165 for non-certified part-time employees.

Line Item Code 622430 - School Library and Audiovisual Materials.

As mentioned earlier, most school library materials would be budgeted under the general budget code 100-622430. This general object code, 430, includes school library books, periodicals and newspapers, reference materials, audiovisual materials, rental of films, payments for library services in lieu of maintaining a school library, library supplies, etc. If the materials are to be purchased with, say, Chapter 2 monies rather than General Fund monies, the first three-digit number group would be 260, but the six-digit number would be the same. So, regular library materials to be purchased with Chapter 2 monies would be budgeted under account number 260-622430.

There are dangers for school libraries, however, in including all library materials under the single, general object number 430. For example, if expensive reference materials are lumped together in the budget with regular library books, the replacement of a set or two of encyclopedias can virtually exhaust the entire library budget. It is recommended, therefore, that the general object number, 430, be subdivided for different classes of library materials. The local school district has that option. Object number 431, for example, might be assigned for expenditures for regular library books; 432 might be assigned for expenditures for the purchase of magazine and periodical subscriptions; 433 for reference materials; 434 for audiovisual materials; 435 for microcomputer software; and so forth. Accordingly, the complete budget code for General Fund monies to purchase reference materials would be 100-622433.

Submitting the library budget in this way can communicate to the administration the relative costs of different types of library materials, and therefore, the disastrous effects on the library of expecting librarians to replace expensive reference materials or to purchase computer software, etc., from the normal book budget.

School library media people should be aware of the fact that funds generated by School Building Bond elections and from School Plant and Facility Levies can be used for the construction, major remodeling, and stocking of school libraries. When such elections are contemplated by a school district, media people have an opportunity to present to their administrations and board their needs for major renovations. Relevant codes for library-related expenditures connected with initial construction and major remodeling can be found in the State Department of Education's IFARMS manual.

SAMPLE SCHOOL LIBRARY BUDGET FORMAT

Fund 100 - General Fund

Budget Code #	Brief Description	Amount	Total
622100	Librarian Salaries	$00000.00	
	Library Secretarial Salaries	$00000.00	
	Library Clerical Salaries	$00000.00	
	TOTAL SALARIES		$00000.00
622431	Books	$00000.00	
622432	Periodical Subscriptions	$00000.00	
622433	Reference Works	$00000.00	
622434	Non-print Materials	$00000.00	
622435	Microcomputer Software	$00000.00	
	TOTAL LIBRARY MATERIALS		$00000.00
622410	Library Supplies		000.00
622310	Equipment Repair (Outside Vendor)		000.00
664115	Equipment Repair (District Personnel		000.00
	TOTAL FUND 100		$ 0000.00

Fund 26 - Chapter 2, P.L. 97-35

622550	Purchase of Library Equipment	$ 0000.00
	TOTAL LIBRARY BUDGET	$00000.00

CHAPTER IV

TEACHING INFORMATION-FINDING AND EVALUATING SKILLS

As shown in the introduction to this manual, the basic purpose of the public school system in Idaho is the development of intellectually independent citizens capable of maintaining a democratic form of government. In practical terms, this would seem to place upon the public schools a minimal responsibility, (1) to teach students about the different types and sources of knowledge and information; (2) how to go about finding out what they need to know in order to conduct themselves as responsible citizens in a community of free people; and (3) how to evaluate information and knowledge claims to determine their authority and believability. Of course, this is precisely what the teaching of information finding and evaluating skills is all about, and such teaching is the special province of the school librarian either alone or cooperatively with other teachers.

Teaching a child to use the library intelligently is, in many respects, a fairly straightforward business. Much of what has to be known is rather simple, and most of the skills involved are easily mastered by the student who applies himself. In other respects, learning to use a library intelligently can involve matters which are not nearly so simple, straightforward, and explicit, especially for younger children. The difference between what is imaginary and what is empirical, for example, is not self-evident to beginning library users. Children are not born knowing that we make a major logical distinction in the way we organize our knowledge and experience between the fictional and the non-fictional, and between different categories within these divisions. Indeed, large philosophical issues still turn on such distinctions. It is not, for example, self-evident to most students that different kinds of arguments, different modes of thinking, different kinds of truth correspond to such works as Creasy's Twenty Decisive Battles of the World and Tolstoy's War and Peace. Both of these books treat Napoleon's defeat by the Russians, but in very different ways. Similarly, children are not born knowing that such works as the book of Genesis and Darwin's Origin of Species deal with profoundly different kinds of subject matter corresponding to radically different kinds of human experience. Thus, in learning about the way the library is organized students are also tacitly learning something about how knowledge is organized, e.g., that the difference between books classified in the 550's and those classified in the 560's is a different kind of difference from that between books classified in the 500's and those classified in the 200's. In short, in these and similar ways children, and everyone, learn the categories by which people organize their experience and make it meaningful--the categories and distinctions which make thought itself possible.

Likewise, in seeing the profusion of books and magazine articles on the same subjects, children learn important lessons about intellectual authority, about choosing between different points of view on the same subject on the basis of reasons rather than on the basis of hearsay or prejudice. They learn that it is important to know who the author of a book is and which publisher published the work and when. In view of such considerations as these, it becomes immediately apparent that students can learn from the study of library and research skills something of far greater importance than just a few mechanical techniques for finding an entertaining bit of reading, listening, or viewing. They can learn a great deal about the Western intellectual tradition.

Most library instruction should be concentrated in the third through the sixth grades. In Idaho, however, where only secondary schools are required to employ professional librarians, it may be necessary to distribute this instruction through grades 7-10. In either case, it may be necessary in some cases to familiarize high school students with certain additional research and reference works for which the majority of sixth graders would have little use, but this can probably best be handled through routine reference service rather than through a formal program of instruction for all secondary students. By the end of the sixth or tenth grade, after four years of formal study and practice in finding evaluating, and using information, most students should have reached their saturation points.

The years prior to the third grade should be devoted to introducing students to the library and cultivating in them a respect and appreciation of knowledge and learning. By the end of the second grade, the student should:

1. have an active sense of curiosity about the world and an appreciation of the power he has to personally satisfy that curiosity by using the library, either by himself or with help from others.

2. know that the library is a place where he can get a good book to read for enjoyment as well as a place for finding things out.

3. know in a general way that books on the same subject or of the same kind, e.g., picture books, are kept in the same place in the library.

4. be able to check books out of the library and return them at the proper time and in the proper manner.

5. know the meaning of public property and the necessity of following library rules.

6. know the proper care of library books and other library materials.

It is important that a child's first experiences in the library be interesting and happy ones. Children in the primary grades use the library for recreation; they look at picture books, listen to stories being read or told by the librarian, or played on records or tape; they watch movies and puppet shows; they tell stories themselves and participate in other programs of various kinds planned by the librarian for them. Under no circumstances should discipline be allowed to become an obtrusive factor for primary children in the library.

High school students should be taught more about libraries than simply how to exploit their resources. Somewhere along the way, students should learn to appreciate the vital role played by libraries and other informational media in a free and open society; and students should learn that they have a responsibility to support these institutions, and to protect their autonomy from all partisan interests. For this reason, it is recommended that high school students be given a unit which brings these matters into focus.

Following are lists of information-finding and evaluating skills, concepts, principles, etc., recommended for students in grades 3-12.

Third Grade

1. Make explicit the ideas and principles about the purposes and uses of the library which were implicitly taught in the primary grades.

2. Familiarize the students with the two main divisions of library materials, fiction and nonfiction, and with the principal subdivisions of these two major categories.

3. Explain the different formats of library materials, e.g., books, magazines, newspapers, encyclopedias and other reference works, records and cassettes, video tapes, etc., and the special features and purposes of each. Familiarize the students with a few specific titles of magazines, reference works, etc., appropriate to their ages, interest levels, and information needs.

4. Introduce techniques of simple alphabetizing, perhaps in connection with study of one of the primary level dictionaries.

5. Discuss the principles of filing by the letters of last names, and explain the arrangement of the fiction and biography sections of the library.

6. Introduce the parts of the book. Explain the idea of "key" words in connection with the uses of the index and the table of contents.

7. Discuss the importance of keeping oneself informed on a wide variety of subjects and issues, and of respecting the rights of others to have access to information touching on all sides of controversial issues. Discuss the necessity for truth and accuracy in the communication of information.

8. Explain the difference between being curious and critical, on the other hand, and being naive, gullible, credulous, and superstitious on the other.

9. Explain the importance of asking such questions as the following: What are the main purposes of the publications, e.g., to provide accurate, factual information, to amuse or entertain the reader, to sell something, to get votes, to make converts, etc.? Who is the author of this work? Is the author in a good position to know what he is talking about? What special study or experience does he or she bring to this subject? Does the author present all sides of the issue fairly--or does he give only the evidence which supports his own point of view? Does the author or speaker appeal primarily to our minds, or does he appeal basically to our emotions, prejudices, and loyalties? What organizations, movements, causes, etc., is the author affiliated or associated with? Is there any reason to believe that this author might be biased, dishonest, or otherwise less than straightforward about what he or she claims?

Fourth Grade

1. Review the main divisions of the library. Explain the differences between the arrangement of the biography collection and that of the fiction collection. Encourage the reading of nonfiction in order to keep oneself informed on a wide variety of subjects.

2. Review the parts of the book, including title page and verso, preface, foreword, prologue, introduction, table of contents, index, glossary, plates, tables, epilogue, etc.

3. Review the principles of alphabetizing and continue with a study of letter-by-letter and word-by-word alphabetizing.

4. Building on the students knowledge of the division of the library collection into different sections, i.e., fiction, nonfiction, biography, reference, etc., introduce the Dewey Decimal classification system, taking care to keep the treatment broad and rather general at this time.

5. Introduce the card catalog, emphasizing its use as the index or key to the entire library book collection. Build upon previous studies of alphabetizing and classification, and explain the author, title, and subject approach afforded by the card catalog. Explain the meanings of "see" and "see also" references.

6. Review the importance of knowing the author's qualifications or authority to speak or write on a certain subject. Explain that information on the education and backgrounds of writers may be available in such library reference works as the American Men and Women of Science, Dictionary of American Biography, Dictionary of American Scholars, Dictionary of National Biography,, Webster's Biographical Dictionary, Current Biography Index. Other sources may be found by consulting the Biographical Dictionaries Master Index.

7. Explain the concept of a fact, e.g., that a fact is not itself a thing, object, or event, but a statement--more precisely, a statement which happens to be true--about things, objects, events, forces, conditions, etc., in the world. A factual claim, then, is a statement the truth of which is testable, i.e., provable or disprovable, on the basis of experience. A claim of fact is a statement that is subject to doubt, denial, error, and making sure.

   Explain the difference between factual knowledge and informed judgment, on the one hand, and on the other hand, such things as unquestioned beliefs and assumptions, expressions and judgments concerning matters of value, constructions of the imagination, emotional commitments and certainties, conjecture, uninformed speculation and casual opinion, subjective impressions, wishful thinking, intuition and hunches, personal tastes and preferences, hearsay, rumor, dogma, gossip, sensationalism, lies, propaganda, superstition, and so forth.

8. Emphasize the importance of having reasons for what one asserts or accepts as factual. Emphasize the importance of asking such questions as the following: How do you know that? Why should anyone believe what you claim? What proof do you have of what you're saying? What reasons or evidence can you give for what you claim? How could what you say be tested? In order to believe what you say, what must I be prepared to disbelieve? If what you say is true, so what? What difference does it make?

   Explain that reasons given in support of factual claims must be relevant and timely. Discuss the importance of giving the sources of supporting facts, quotations, statistics, and other data.

9. Make sure students understand that language which does not purport to be factual is not, therefore, without meaning or use in our lives.

Fifth Grade

1. Review studies of classification and the card catalog, extending the depth and scope of this study as necessary to satisfy current needs of students.

2. Introduce students to the reference section, and acquaint them with a variety of dictionaries; thesauruses; indexes of poetry and quotations; encyclopedias; almanacs; atlases and gazetteers; books of quotations, facts, records and statistics; biography collections; field guides; and so forth. Explain how the nonfiction collection can be used as an extension of the reference collection. Emphasize the enormous scope and variety of interesting and useful information available in the library, but take care not to overwhelm students with more specific titles and details than they can absorb.

3. Introduce the anthology and collection as forms, taking care to explain their strengths and weaknesses as library resources, and how they fit into the organizational scheme of the library.

4. Introduce the newspaper as a form and acquaint the students in a general way with the standard features and sections of this medium.

5. Introduce the magazine and journal as forms. Explain their nature and uses, and introduce the Abridged Reader's Guide to Periodical Literature as the index to this class of library material.

6. Review all lessons on evaluating information presented in the third and fourth grades. Take special care to make sure that students understand the difference between empirical knowledge (i.e., statements or claims of fact that are testable by the evidence by the evidence of the senses), and the non-empirical experience (e.g., imaginary, emotional, aesthetic, or moral experience). Explain the concepts of proof and disproof, and their relationship to claims of knowledge, i.e., to statements which can significantly be said to be true or false. Emphasize the importance of evaluating factual claims strictly on the basis of logic, reason, and evidence.

7. Emphasize the importance of finding out what other writers have said on controversial subjects or doubtful factual claims. Explain that, except for matters of personal taste and preference, more than one position or point of view is often possible with respect to an issue; so it is a good idea to reserve judgment until one has heard more than one side of almost any argument.

   One way of finding out what others have said on a given subject is to use the Reader's Guide to periodical Literature or other indexes to find other articles on the subject in question. It is important for students to realize that, to some extent, the problem of believability exists with publishers as well as with writers. For example, students should realize that publications such ass the National Enquirer have a different reputation for accuracy and fairness than do publications such as The New York Times. And even when accuracy is not at issue, different publications sometimes have legitimately differing points-of-view on certain subjects. Time and Newsweek, for example, often cover much of the same subject matter, but Time is likely to present it with a more conservative slant than is Newsweek. Knowing the editorial slant of the publisher can be important when deciding how to interpret a particular article. Such publications as Magazine for Libraries may be helpful in this respect.

   One way of finding out what other writers have said about ideas published in book form is to consult such publications as Book Review Index, Book Review Digest, New York Times Index, Social Science Index, Current Book Review Citations and the indexes to special fields of study such as the Education Index and the Humanities Index.

Sixth Grade

1. Review the Dewey Decimal Classification system, the card catalog, the Reader's Guide to Periodical Literature, library and bibliographic terminology, and the general organization of the library collections with the aim of preparing students for the transition of junior high school.

2. Introduce the vertical and picture files, and the map collection.

3. Introduce non-print media, and give necessary practical instruction in the use of this material and related equipment. Discuss the application of information evaluating concepts and skills to this class of materials, e.g., the need to be aware of the effects of camera angles, field of view, narrator's tone of voice, etc.

4. Explain library user rights and responsibilities under the copyright laws.

5. Introduce the concept of library resource sharing, and interlibrary cooperation and loan systems. Discuss other important sources of information, e.g., National Archives, Bureau of Land Management, other departments of federal and state government, county clerk and recorder offices, church records, and so forth.

6. Review all preceding lessons on evaluating information. Give special attention to helping students understand the difference between empirical statements and various types of non-empirical statements and claims. Emphasize the importance of asking such questions as the following: How could this statement or claim be verified or falsified? What would constitute a test of this claim? What kinds of things would count for or against this claim? What would be involved in collecting the kind of evidence needed to prove or to disprove this claim? What would be the difference between this claim being true and its being false? How does this claim fit in, or square with, everything else I know? In order to believe this claim, what assumptions must I make? If I accept this claim as true or probably true, what inferences am I committing myself to make? If I accept this claim as true, what other things must, therefore, also be true? And what other things must, therefore, be false? What follows from all of this? So what?

7. Review the importance of being prepared to give reasons for the factual claims we make, and of requiring the sam of others. Explain the concept of an argument, and distinguish empirical arguments from normative arguments, or arguments about values. Discuss the structure of arguments, e.g., in terms of one or more conclusions, or claims of fact and value, being supported by one or reasons or premises.

8. In the context of teaching the concept of argument (i.e., the critical evaluation of claims or judgments), define and discuss such concepts as proposition, fact, affirmation, negation, evidence, proof, disproof, conclusion, premise, assumption, inference, implication, analogy, quality, relevance, classification, meaning, and so forth.

9. Explain the importance of clarifying and specifying the meanings of crucial words in the argument: explain the difference types of definitions, and the uses and problems associated with each type, e.g., that by stipulating definitions for terms--i.e., trying to make words mean just anything one might imagine them to mean instead of paying attention to how words are used in ordinary language--one can prove anything at all.

10. Explain the use of such logical indicator words and expressions as "therefore," "it follows that," "since," "so," "as shown by," "because," "hence," "consequently," "thus," etc., in showing which statements are intended to support which other statements in an argument.

11. Explain the importance of understanding the relevance of one idea to another in determining which statements are supposed to support which other statements.

12. Explain that reasons given in support of a claim must be relevant and timely. Emphasize that one uncertain claim cannot give much support to another uncertain claim, and therefore, that the reasons we give in support of a claim must be more believable than the claim that they are supposed to support. Explain that reasons do not lend much support to a conclusion if there are more pleasing interpretations of the reasons than the one offered by the argument's conclusion.

13. Explain that when the majority of authorities on a question are in substantial agreement about that question, anyone who is in disagreement on the matter usually bears the burden of proof. For example, those who wish to assert the existence of flying saucers, ancient astronauts, extrasensory perceptions, occult creatures and experiences, etc., bear the burden of proving their assertions: it is not the student's responsibility to prove that such claims and assertions are not true.

14. Talk with the students about the logically difference kinds of uses of language, e.g., the informative, expressive, performative, ceremonial, etc.

Seventh Through Twelfth Grades

The scheme outlined in the preceding pages obviously presumes a coordinated, school-wide approach to the job of teaching information finding and evaluating skills. This, of course, is not always the case. And even when there is an organized approach to teaching these crucial skills, large numbers of students do not proceed through the system in a routine way. Many student, for example, transfer into schools from other schools at each grade level. The teacher of these skills may, therefore, have to improvise reviews and intensive catch-up courses to fit a variety of different kinds of situations.

The school library/media specialist should be prepared to teach, or assist in teaching, a course in bibliography and research. In this connection, it will be helpful if all teachers can agree on a single style sheet as the standard for the entire school. This makes teaching easier, and it makes remembering footnote, endnote, and bibliographic forms easier for the students.

The teacher may want to build upon the foundation outlined here by organizing advanced courses in critical viewing of film and television, etc., for secondary school students. These could be taught by the library/media specialist alone or in cooperation with other teachers. Naturally, the school library collection should contain materials to support this kind of study.

At some point during the secondary years, a unit should be taught which stresses the social and political significance of libraries in democratic societies. Emphasis should be given to the library's role in maintaining the free flow of unbiased information which is vital to the existence of democratic government. In this connection, the teacher should discuss the rights and responsibilities of each individual to keep himself or herself informed on a wide range of issues, and to resist all efforts by partisan interests to restrict the general availability of information on all sides of controversial issues. This unit should treat in some depth the nature, implications, and law of censorship.

CHAPTER V

SUGGESTIONS FOR SCHOOL LIBRARY FACILITY PLANNER

Because of the fundamental importance which school libraries have assumed in contemporary educations philosophy and practice, librarians and school administrators are being forced to radically update their notions about what constitutes adequate library facilities. The demands placed on the school library today can only be met through imaginative planning and, in most cases, by major changes in fiscal policies. For, whereas the library has in the past all too often received as little financial attention as law and conscience would allow, it must now receive primary consideration in fiscal planning if anything like a modern educational program is to be realized. Sound library program planning must begin with planning the physical facilities.

What follows is intended to suggest the scope that library planning must begin to encompass as well as to offer a few guidelines for preliminary consideration in building and remodeling projects. It will become immediately apparent that the modern school library will cost much more than the traditional school library,l even granting that the programs of some schools will be less demanding of library service than others.

Preliminary Considerations

The first step in designing a school library facility is to conduct a study of the educational philosophy, program, and objectives of the school. Such a study is necessary if the library design is to reflect the needs of the overall program and the influence of newer educational trends and innovations.

In this beginning phase the librarian should familiarize himself or herself with the literature of school library facilities, and should arrange a visit, along with the architect, if possible, as many schools having successful library programs as possible. During these visitations notes should be taken or bad features observed as well as good ones.

A primary responsibility of the librarian will be the preparation of a program or schedule of specifications for the library facility. Normally, this program will concern itself primarily with such matters as space requirements and juxtapositions, equipment specifications, special requirements for lighting, temperature control, electric power, sound control, etc. The program should also contain estimates on quantity and format of materials to be housed and used in the library and how the material is to be used; the degree of control required over material and students; the anticipated daily volume of activity; work routines of staff members, traffic patterns, etc. This means that the librarian must be looking ahead at the growth potential of the school in order to plan a facility which will be adequate for the projected growth. The librarian should, of course, respect the special skills

of the architect in such areas as artistic imagination, design, and engineering, but the does not mean that the role of the librarian is finished when the building program is finished. The librarian should feel free to discuss with the architect and the school administrator any aspect of the project at any time throughout construction.

Location of the Library

A school library is a special kind of educational environment. Every aspect of its design, organization, and operation is intended for function toward the end of maximizing conditions for learning. To approach school library design from a purely gross, quantitive point of view is, therefore to fail from the start. It is attention to detail and appreciation of educational variables and processes which ultimately make the difference between a good school library program and a mediocre book circulation service.

The library should be both the geographic and psychological center of the school. A central location makes the library maximally accessible to the students, and it communicates to them the sense of priority and importance which always accompanies the position of foremost prominence and honor. Furthermore, locating the library centrally usually assures that it will be isolated from distracting noises of vocational shops, band and choral rooms, playgrounds, and athletic fields.

Two other major considerations in choosing a location for the library are providing for access from outside the classroom complex, and allowing for the possibility of future expansion. Except in the case of the campus style school plan, both of these considerations are likely to require some degree of compromise with the rule calling for central location of the library. Great care should be taken, however, not to isolate the library from all the main routes of student traffic. And, of course, the direct outside access should be from some reasonably public area of the school grounds to facilitate after-hours use of the library.

Plans for future expansion should take into consideration that under normal growth conditions, a school library could easily double itself within ten years or less, especially in rapidly developed communities. It would not, therefore, be reasonable to surround the library quarters with stairwells, rooms containing extensive plumbing, hallways, or with load-bearing pillars or walls. Setting the library is a cluster of classrooms provides for easy to-and-from traffic at present, plus the future possibility of expanding it by simply removing walls, It is less costly, however, to build a library for the projected maximum enrollment of the school than to expand and remodel the library at a later date.

Size and Appearance

The modern school library is a considerably more complex facility than was the traditional study hall-type reading room. More and more one encounters in the literature such terms as "the library suite" used to cover the various different areas currently used to accommodate the functions assigned to the library. The facilities discussed below are those essential ones which could reasonably be expected to form a part of any progressive school library quarters. The footage figures given herein are, in most cases, minimal and should be adapted to local program needs. Since the discussion of the reading room will be undertaken in some detail, it will be taken up last.

1. Librarian's office. Between 120 and 200 square feet of floor space should be allowed for the office of the librarian. The office would usually have glass walls or panels on those sides adjoining other library space, except, of course, storage space. The librarian's office usually has a generous amount of built-in adjustable book shelving on the wall behind the librarian's desk. The librarian's office is sometimes combined with the work room in which case 200-300 square feet of space should be allowed.

2. Work room. When acquisition and processing work are done in the library, about 200 square feet should be allocated for these operations. Work counters, shelving and cabinets, and a sink with running water will be required in this area. In designing the work room, careful consideration should be given to the flow and sequence of all operations performed. A few considerations are:

    - direct access to a hallway for delivery purposes
    - secured in-coming mail receptacle
    - an area for unpacking and checking incoming materials against purchase orders and invoices
    - flat door jambs and carpet edging to allow easy movement of book trucks
    - storage space for backlog and in progress work
    - kneeholes and toe space at the work counter
    - waterproof surface for the work counter
    - exhaust fan for area where spray lacquer is used
    - isolation from the reading room

Even if acquisitions and processing are done centrally, some work space will be required for minor repair of materials, preparation of bulletin boards and displays, etc.

3. Repair, maintenance and storage space. A minimum of 400-500 square feet of space should be planned for storage of back-files of periodicals, little-used books, and portable audiovisual equipment. The area should be located near the librarian's office and circulation desk, and should communicate directly with a hallway in order to facilitate movement of portable audiovisual equipment to classrooms without disturbing students using the library. Doorjambs and carpet edging should be kept as flat as possible to facilitate movement of this equipment. Audiovisual materials and equipment normally used only in the library should be located conveniently to the areas where it will be used. A counter height cabinet and plentiful electrical outlets are important for repair and maintenance work on AV equipment. Spare cords, bulbs, etc., can be stored under the counter. Locks should be provided for secure storage of AV equipment, particularly during the summer months.

   Some libraries have found it highly satisfactory to centralize all non-print media operations within an enclosed area and to pipe out audio portions to earphones located at carrels or other listening stations. Visual programs are viewed through a class panel fixed in the wall of the central area. This arrangement has the advantage of confining the noise associated with projectors, record players, tape recorders, etc,. to one area, and of minimizing wear and damage to materials and equipment.

4. Conference rooms. Every school library should have at least one conference room of not less than 120 square feet of floor space. In schools where independent and small group study are emphasized, these rooms are extremely important. In smaller schools, the conference room can be made to do double duty as an audiovisual viewing and previewing room; in larger schools, separate facilities should be planned for this function, including provisions for sound control and darkening.

5. Library classroom. Less frequently encountered, but extremely useful, is the library classroom which is used by the librarian and the teaching staff for, among other things, the teaching of library and research skills without which independent study is not possible. It is sometimes possible to make the library classroom do double duty as two or more conference rooms by installing movable partitions. In elementary schools, the library classroom can be used by the primary grades as a storytelling area.

6. Audiovisual production area. Most new school libraries have incorporated facilities for the production of audiovisual materials which are not available commercially. This facility usually contains equipment and supplies for making overhead transparencies, posters, bulletin board displays, laminated materials, dry-mounted materials, etc. An allowance of at least 175 square feet is necessary for this facility. It is often advisable to design the production area in such a way that it can share facilities with the library work room and the faculty workroom.

7. Additional facilities. Other very useful library facilities less frequently encountered are:

   - faculty studies with about 48-60 square feet each
   - separate professional library quarters which are readily accessible to the library staff
   - a typing room equipped with typewriters for student use
   - toilets, custodial storage space, and machinery space if the library is planned as a separate building
   - public telephone booths, especially if the library is to be kept open evenings and weekends
   - dark rooms are sometimes included in the library suite

8. Reading room size. The Idaho State Board of Education has established minimum standards for the size of school library facilities in new public school construction. These standards are based on conservative calculations as to certain fixed and variable space requirements for schools of different sizes. While these standards may be somewhat lower than recommendations offered elsewhere in this publication, they represent reasonable minimum allocations of floor space in most schools.

   A. The State Board standards for secondary schools are as follows: (IDAPA 08-02.0.5,18.-5,19)

      i. All secondary school shall be provided with a library.

ii. Schools having an enrollment of less than 300 students shall provide a library of not less than 1500 square feet based on the following requirements:

Office/Work Room Area	10' x 15'	150 sq. ft.
Periodical Backfiles and Book Storage Area	10' x 10'	100 sq. ft.
Audiovisual Storage Area	10' x 20'	200 sq. ft.
Circulation Area	6' x 10'	60 sq. ft.
Reference Area	10' x 8'	80 sq. ft.
Card Catalog & Reader's Guide Area	10' x 8'	80 sq. ft.
Current Magazine & Newspaper Rack	5' x 10'	50 sq. ft.
Dictionary Stands Area	5' x 5'	25 sq. ft.
Seating for One Class & Book Collection		900 sq. ft.
MINIMUM FLOOR SPACE REQUIREMENTS		1,645

iii. Additional reading room space shall be provided at the rate of 30 square feet per student for 6% of the anticipated enrollment above 300.

B. The standards (IDAPA 08.02.D.S,7.-5,10) for the size of elementary school library facilities are as follows:

i. Any elementary school with an enrollment of 180 or more, or six or more classrooms, shall have a library/learning resource center.

ii. Every elementary library shall contain a minimum of 1,000 square feet based on the following space requirements.

Office/Work and Circulation Area	10' x 20'	200 sq. ft.
Book/Periodical Collection and Seating for One Class		800 sq. ft.
MINIMUM FLOOR SPACE REQUIREMENTS		1,000

9. Shape and arrangement. The shape of the reading room can be significant in terms of flexibility of the space, the usability of available space, and the control of materials and students. Round, octagonal, hexagonal, and other departures from the traditional rectangle have been tried, usually with more aesthetic than

functional success. These shapes are usually wasteful of space, present special problems of control, and they are extremely difficult to expand. The traditional open or loft type rectangle of about 3' x 5' portions is still one of the most functional shapes and is not without its aesthetic qualities. L- and T-shaped libraries have also proven satisfactory in certain instances, e.g., when two or more different student populations are being served. Library designs incorporating a mezzanine or other bi-level arrangement are not advised, as control, heating, ventilation, and the transportation of library materials are greatly complicated.

Whatever the shape decided upon for the reading room, careful consideration must be given to how the space is to be used and organized. For example, if book stacks are to be placed so that they project into the room, the dimensions of the room will need to be such as to accommodate the desired number of rows of shelving plus a four foot wide aisle between each two rows. Since most school library shelving will be about 8-10 inches deep, say 18 inches for each double-faced unit, spacing of units will then be about 5 feet, 6 inches on centers. If, for example, it is intended to place five double-faced units at right angles to the rear wall of the library with a single-faced unit against each of the adjoining walls, then the back wall will have to be at least 33 feet across. If the wall is more or less than 33 feet, a decision must be made as to how the extra space is to be used or acquired without impairing the functional or aesthetic aspects of the arrangement.

The location of light fixtures, telephone connections, thermostats, electrical outlets, and heat and ventilation registers also depends to a greater or lesser extent upon how the space of the library is to be utilized. Not infrequently, for example, the lighting within a library is designed without sufficient attention to the lower shelves in stack areas or to the working surface of carrels. The electrical outlet problem is the classic example of inadequate planning. Many school librarians have had the frustrating experience of moving into a new or remodeled library and finding the electrical outlets located behind book stacks, on the wrong side of the room, or completely missing. Attention to operational detail during the planning and design phase is essential if this sort of small, but crucial, mistake is to be avoided. Remember, electrical outlets can be placed in the floor as well as in the wall and should always be double sockets. Many types of audiovisual and microcomputer equipment require grounded, duplex outlets.

The shape of the library will determine to some extent the manner in which the available space is organized. Therefore, careful attention should be given to the matter of how the library is to be arranged before plans are finalized.

Major considerations are:

- the articulation of the library facility with school hallways, exits, noise area, etc.;

- the articulation of the different functions and areas within the library;

- traffic patterns within the library; and

- control of students, staff, and materials.

These principles overlap, merge, and sometimes conflict with each other. It is the job of the library planner to strike the proper balance between them.

Most libraries are arranged on the assumption that when someone enters a library, his first interest will be in the card catalog and other bibliographic keys to the library. These bibliographic tools are, therefore, usually located so as to be very conspicuous and accessible from the entrance to the library. Also, since there is usually a certain amount of distracting noise and movement associated with the use of bibliographic resources, locating them near the entrance can serve to isolate them somewhat from the study areas. The same thing can be said for the reference and reserve areas which are also likely to be unusually busy centers. Locating these areas near the entrance usually means locating them near the circulation desk and the librarian's office, which results in an excellent situation both from the standpoint of control and of economical use of the librarian's time and energies. It allows the library staff to maintain maximum control over the entire library while engaged in the performance of other routine tasks.

Some common mistakes in designing and arranging the library are:

- Placement of the entrance to the library in such a position that anyone entering must disturb an inordinate number of readers in order to serve himself, e.g., locating the door in the narrow side of a long rectangular shaped room, thus forcing the newcomer to pass everyone in the room in order to reach the other end of the room.

- Decentralized or other "innovative" libraries are built with inadequate attention being given to the ramifications involved, e.g., the economic values and problems, technical difficulties of expansion, etc.
- Locating the circulation desk, work room, catalog, reference area, etc., at a distance from the exit door, thereby complicating problems of staff control over students and library materials.

- Occluding portions of the library from visual control by poor location of book shelving, pillars, corners, etc.

- Failure to plan intelligently for the location of light sources, doors, windows, electrical outlets, cabinets, shelving, thermostats, fire extinguishers, heating and ventilation registers, etc.

- Failure to provide for enough staff space in the design with the result that staff space runs out even before book or reader space does.

Planning can be facilitated by drawing a scale representation of the floor plan and making scale-sized cutouts of the largest dimensions of all library furniture and equipment. By experimenting with different arrangements of the cutouts on the floor plan, it is possible to arrive at the most satisfactory physical organization of a given library. This technique can be very helpful in visualizing the dynamic aspects of library operation as well, and, consequently, in eliminating such mistakes and oversights as those listed above.

10. Furniture and equipment. The appearance and comfort of a library are extremely important, for they constitute major elements of the learning environment. They are, therefore, integral aspects of the library itself which may be judged as adequate or inadequate in somewhat the same sense that the book collections may be so judged.

Students study better and longer when they are at ease, rested and comfortable. In terms of library planning, this means that the formal, institutional atmosphere should be avoided in favor of a more warm and hospitable feeling. A cozy living room height ceiling, a carpeted floor, and comfortable furniture designed for the size and shape of the student are examples of the sort of things that go to make up the kind of physical environment that is conducive to learning.

Variety within the limits of artistic unity also expresses the friendly consideration for students which makes of the library an appealing and attractive place to work. For example, a portion of the library's seating capacity may be in the form of individual study carrels, but the carrels do not have to be of the same design, color, or grouping. Lounge-type furniture, in the amount of 15-20% of total seating capacity, offers an entirely different kind of study area, and the traditional library table in a variety of shapes offers yet another.

The popularity of individual study carrels in school libraries justifies a few special remarks on that subject. Essential characteristics of carrels are privacy and spaciousness. The working area should be six to nine square feet in area, and the panels or partitions should rise 15 to 18 inches from the surface in elementary schools, 18 to 22 inches in junior high schools, and 22 to 26 inches

in high schools. In all cases, partitions and panels should be designed to accommodate electrical and electronic equipment. Each carrel should provide some shelving or locker space for use during extended study periods. Some adjacent single carrel units may have a removable partition between them which allows for the creation of double units. All partitions and panels should be acoustically treated to enhance privacy.

The arrangement of the carrels can be very important. They should never be lined up in massive, regimented arrays. Groupings should probably never be of more than 12 carrels. Carrels should never be arranged so that they face into a blank wall; the student should be left the possibility of focusing his eyes on something beyond his immediate vicinity. In arranging carrels, attention should be given to the lighting at the working surface. Certain arrangements are likely to cause shadows from the partitions or nearby book stacks to fall across the working surface.

Recommended heights for library tables and chairs are:

	Tables	Chairs
Elementary	25-28 inches	14-17 inches
Junior High	26-30 inches	16-18 inches
Senior High	29-30 inches	18 inches

Skirts on tables should not be deep enough to constrict leg room.

In general, it is best to purchase all major library furnishings from established, reputable suppliers who specialize in library furniture and maintain open stocks. This is especially true or catalog card cabinets and book shelving, both of which must meet very precise specifications and both of which will be added to later as the library grows. Such furniture as carrels and, perhaps, tables and dictionary stands, can sometimes be satisfactorily procured from local craftsmen. The card catalog is no place to cut expenses. It is the most used item in the library. Plastic drawers have the advantage that they do not split when dropped.

The purchase of shelving and card cabinets is, of course, based upon computations of projected needs. In estimating the amount of shelving needed, the estimated number of volumes to be shelved is divided by eight for secondary schools or ten for elementary schools. This gives the number of linear feet of shelving needed. From this the number of standard three feet wide shelving units of any number of shelves needed can easily be computed. This formula takes into account the need for a few inches of empty space on each shelf, but it does not allow for any significant growth in the collection. If a growth factor needs to be built into the shelving order, then computations should be based

upon the greatest anticipated number of volumes to be shelved. Public librarians sometimes use a formula which relates collection size to square footage of library space, but this practice is not easily adaptable to school library design.

Standard library shelving units are either single-faced, for placement against walls, or double-faced, for free-standing units. Shelving may be backed or not. Backed shelving can be transported without removing the books, whereas unbacked shelving cannot. Standard height for library shelving units are:

Elementary	5 feet
Junior High	5-6 feet
Senior High	6-7 feet

All standard units are three feet wide. Book shelves for normal sized books are 8-10 inches deep; for oversized books, they are 12 inches deep. It is worth mentioning that, for high schools, the seven foot high stack can add one-sixth, or about 17% to the total shelving capacity of the library.

Card cabinet requirements can be roughly estimated by multiplying the number of volumes, filmstrips, phonograph records, etc., by four to get the approximate number of cards to be housed, and then dividing this figure by 1000 to arrive at the number of drawers required to house that number of cards. The stackable catalog module has been found very convenient for easy expansion of the catalog. Card catalog cabinets should not exceed a maximum height of:

Elementary	36-40 inches
Junior High	36-48 inches
Senior High	40-54 inches

The circulation desk should be designed with the size of the student in mind. Elementary library circulation desks should be desk height, while secondary libraries should have counter height circulation desks. Large and imposing circulation desks sometimes intimidate smaller children. Do not forget to purchase such essential items of equipment and furniture as book trucks, dictionary and atlas stands, current periodical and newspaper racks, vertical files cabinets, and paperback book stands.

Technical Consideration

Normally, the school librarian will not be greatly concerned with the technicalities of construction in the way librarians are in the construction of a public library. There are certain matters, however, with which the librarian should concern himself. he should, for example, be aware that the load bearing capacity of library flooring must be greater than

that for classrooms and hallways, perhaps by as much as 200 percent or more. If the library has an outside entrance, some kind of natural inorganic flooring is advisable for the entrance area. Without any doubt, carpeting is the floor covering of preference for economical, aesthetic, and psychological reasons. Wool or synthetic fibers, or combinations of the two, may be applied over virtually any type of subflooring. Partial carpeting of the library is inadvisable because it complicates cleaning and maintenance.

A major advantage of carpeting is its acoustical qualities. It is excellent at preventing both the generation and the reflection of noise. Generally, sound is controlled by absorbing and scattering the sound waves. Use of textiles on chairs, draperies on windows, textured materials, such as cork or cloth on walls, and noncombustible mineral or cellulose fiber acoustical tiles in a living room height ceiling, are other excellent and standard means of controlling noise. Some libraries use soft background music as a means of making normal noises and contributing to the warm, friendly atmosphere desired in the library.

Proper lighting of the school library is essential. the variables are light intensity, glare, contrast, and shadow. A poorly lighted library is seriously handicapped because of the disturbing and fatiguing effect produced on students who attempt to study there. The library is an educational environment, and light, temperature, and humidity are important elements in that environment. Opinion varies concerning the desirable intensity of lighting for school libraries, but a safe range should be 60-80 foot candles at the reading surface. Ceilings and walls should be well-lighted, but at lower intensities. Quality and contrast of lighting are generally considered to be more important than intensity. Some sources recommend that a contrast ratio of approximately 3:1 is appropriate for any two surfaces within any immediate field of view, and a ratio of 10:1 within the library.

Generally, fluorescent lighting is to be preferred over incandescent lighting. Incandescent lighting is more expensive and generates significantly more heat, this increasing air conditioning problems. Recessed fixtures with diffusing panels can be arranged to distribute the light evenly, and they probably require less upkeep. Some color correction may be necessary to achieve the desired quality of light. The goal is to approximate natural or white light as nearly as possible. Fluorescent lighting can sometimes cause unwanted noise in audio systems, but this problem can be foreseen and prevented.

Air conditioning is another highly desirable asset to a school library program. Studies have demonstrated that students learn more and retain it longer when they study in a comfortable environment Generally, humidity levels should be kept between 35-45%. The windowless library may offer some advantages as regards both lighting and air conditioning, and it provides more usable wall space.

Some Reminders

1. Plan the school around the library.

2. Remember that the library will be used in a variety of ways by both teachers and students, individually and in groups, large and small.

3. Do not limit the flexibility of library space by installing fixed location furniture and equipment.

4. Avoid excessive use of, or eliminate altogether, glass in library walls except for walls separating areas within the library. Remember that direct sunlight and excessive high and low humidities are injurious to books. Remember, also, that light intensity around the outside walls should be less than on working surfaces; Excessive use of glass walls, with resulting high light intensity and glare around the perimeter of the room, necessitates higher intensities in other parts of the room in order to create an acceptable contrast ratio. Furthermore, during the hot days, heat intake through the glass, combined with the heat from high intensity lighting and human bodies, can seriously complicate air conditioning problems.

5. Provide one or more outside book drops.

6. Use space under low windows for slanted shelving for magazines.

7. If the library is upstairs or has more than one level, be sure to install a book lift.

8. Plan electrical conduits and extra circuits generally in anticipation of greatly expanded future needs. Consider the use of a grid or "run way" in the floor so that no spot in the facility will be more than a few feet from a power source.

9. Remember that ceiling construction can affect the lighting of the library adversely. Waffled ceilings, for example, complicate problems of distribution of light. Ceiling height can also mean a great deal in terms of book storage capacity. If the seven foot high stack is used, an eight foot ceiling has certain advantages. It should be remembered, that unnecessarily high or thick ceilings are quite expensive.

10. A secured area for the delivery of library mail prevents pilfering of popular magazines before they can be assimilated into the collection.

CHAPTER VI

MATERIALS SELECTION IN SCHOOL LIBRARIES

One of the most important responsibilities of the school librarian is building a collection of learning resources which adequately supports and enriches the educational program of the school. In order to do this job properly, the librarian needs the support and cooperation of the governing body, the administration, and the faculty of the school.

Selection of school library materials should always be based upon policy established by the governing body of the school. The school librarian should take the initiative in formulating such a policy for adoption. In formulating the policy statement, all elements of the school community should be appropriately involved and the policy statement should be broad enough to cover the interests and activities of all school personnel in the area of learning resources. In drafting the statement, care should be given to include only matters of policy as distinct from matters of procedure and administrative detail. At the end of this chapter are a model policy statement which may be used as a guide or adapted to local situations, a copy of the American Library Association Freedom to Read Statement and the American Library Association and School Library Bill of Rights, and a model form for use by citizens in filing complaints against library materials.

For their part, school administrators are responsible for the implementation of policy, and this includes providing the librarian with the necessary resources and support with which to execute his or her responsibilities.

The librarian is expected to know the unique educational purpose of school libraries, the strengths and weaknesses of the existing program and collection, the requirements of the curriculum, and the needs and abilities of the students. He or she is also expected to be familiar with certain principles involved in evaluating printed and non-printed materials.

When weighing the merits of a given work the librarian might ask himself:

1. Does the content of this work contribute to the development of informed, reasonable, and intellectual responsible and independent citizens?

2. Is the content of this work accurate, timely, and authoritative?

3. Will the material contribute to a better understanding of the world in which we live and of the human condition?

4. Will the material help to broaden and deepen the interests and understanding of the students?

5. Is the material relevant to the school's curriculum and educational goals?

6. Is the material primarily devoted to objectional advertisements, propaganda, or prejudices?

7. Is the material presented in such a manner and at such a reading level as to be understandable to the group for which it was intended?

8. Do books and media offering factual information contain the necessary tables of contents, indexes, glossaries, and other aids to clarify and make readily accessible the contents of the books? (Note: textbooks, as such, have no place in the school library collection.)

9. Is the content of this work suitable for the age group to which it is addressed?

10. Is the material free of bias as to sex, race, color, religion, or ethnicity?

11. Does the work have significant educational value?

12. Are graphs, charts, illustrations, etc., skillfully executed, and do they contribute to a better understanding and appreciation of this book?

13. Is the printing in the book large enough to be easily readable, and is the text spaced adequately on the page?

14. Are the physical characteristics of the book, e.g., the binding, paper, etc., of such quality that the book may be expected to survive a reasonable number of circulations?

15. Are there better works available on the same subject, or is the subject of this book already covered by the collection?

16. Has consideration been given to equipment or hardware availability and maintenance when selecting the format of audiovisual material? (For example, the selection of computer software requires the availability of appropriate computer hardware.)

17. Are there media preferences of particular groups of students being considered in the selection of materials? Is the material going to be presented to a large group or a single student?

18. Are new trends in information formats being considered in materials selection? (Microcomputer software is an example of a new trend in information formats.)

The building of the school library collection should be a joint undertaking which ultimately reflects the needs and preferences of the entire school community, students as well as faculty. The task of selecting from the staggering number of possibilities those titles actually to be added to the collection may take the form of a continuing dialogue between librarian and faculty, or it may rest with a selection committee, usually the school librarian and several teachers and administrators. Teachers can be encouraged to request material by full bibliographic description thereby limiting the amount of searching to be done by the librarian. Those involved should take care not to allow themselves to be influenced by local pressure groups or by the various promotional techniques which appear from time to time, such as packaged deals or leasing arrangements. Careful, judicious shopping of the remainder market can be profitable, but as always, each book is selected individually for its own potential contribution to the educational program; the decision to buy a book is, therefore, an educator's decision, not a businessman's decision.

One of the librarian's responsibilities is to make available to himself and to his colleagues an assortment of reputable, unbiased, and professionally prepared aids for use in selecting school library materials. The following list of selection tools includes a number of widely respected, standard titles.

Book Selection Aids

Adventure With Books: A Reading List for Preschool-Grade 6. National Council of Teachers of English (NCTE), 1981.

A well organized classified list of high quality which gives brief, but adequate annotations on books covering many subject areas. An author and title index is included. Prices and age levels are noted before each title.

AAAS Science Booklist for Children. Comp. by Hilary J. Deasom, 3rd ed. AAAS, 1972.

Annotates 1,291 titles covering broad areas in sciences and mathematics. Organized according to Dewey classification number. Lists some biographies and social science material.

Best Books for Children: Pre-school Through Middle Grades, ed. by John T. Gillespie and Christine Gilbert. 3rd ed., New York: R.R. Bowker Co., 1985.

An annotated bibliography of books arranged by grade level and subject. The work has an author, title, and illustrator index.

Best In Children's Books: The University of Chicago Guide to Children's Literature, 1973-1978, by Zena Sutherland. University of Chicago Press, 1980.

Bibliography of Books for Children, Association for Childhood Education International, 3651 Wisconsin Avenue, N.W., Washington, D.C., revised editions, 1984.

There is an annotation for each title in the bibliography.

Books for the Teenager, New York Public Library, 1985 annual.

Annual selection of about 1,500 books, including both recent and older books. One-line annotations for books of the current year. Gives publisher but not price.

Books for You: A Booklist for Senior High Students, ed. by Robert C. Small, Jr., NCTE, 1982.

Compiled by the Committee on the Senior High School Booklist, NCTE. Annotated list of leisure reading for grades 9-12.

Children's Catalog, a catalog of selected books for public and school libraries, ed. by Dorothy H. West and Rachel Shor. 14th ed., New York: The H.W. Wilson Co., 1981.

A standard, basic, and extremely useful list of materials. It is divided into four main parts: Part 1) is arranged according to Dewey classification number; Part 2) is the author, title, and subject index; Part 3) lists all titles by grade level; and Part 4) is a directory of publishers. Each title is annotated, given a subject heading, and starred if recommended for first purchase. The Children's Catalog is kept up-to-date by an annual cumulative supplement, and the entire catalog is revised every five years.

Elementary School Library Collection, ed. by Lois Winkel et.al., 13th ed., Newark, N.J.: The Bro-Dart Foundation, 1982.

This work lists well over 8,000 titles plus professional and audiovisual materials arranged by Dewey classification number. The format is that of catalog cards reduced in size and arranged twelve to a page. Brief annotations are given, and price and publishers are noted. Separate author, title, and subject indexes are included.

Free and Inexpensive Learning Materials, George Peabody College, 21st Biennial Ed., ed. by Norman Moore, 1983.

More than 3,000 items evaluated for accuracy and usefulness in schools. Write for information: Incentive Publications, P.O. Box 120189, Nashville, TN 37212.

Free and Inexpensive Materials on World Affairs, by Leonard Kenworthy, Teachers College, Columbia University Press, 1969. Paperback.

Practical list with brief annotations, includes all kinds of materials.

Gateways to Readable Books, ed. by Dorothy E. Withrow, et. al. 5th ed., Wilson, 1975.

An annotated graded list of books, in many fields for adolescents who find reading difficult.

Good Reading for Poor Readers, comp. by George Spache. Garrard, 1974. Paperback.

Useful in elementary and junior high schools; frequently revised.

High School Mathematics Library, ed. by William L. Schaaf, rev. ed., National Council of Teachers of Mathematics, 1982. Paperback.

High Interest, Easy Reading for Junior and Senior High School Students, 4th ed., NCTE, 1984.

Junior High School Library Catalog, ed. by Richard H. Isaacson. 5th ed., The H.W. Wilson Company, 1985.

Part 1) is a classified catalog which gives, in addition to Dewey numbers, subject headings, and annotations, and price and order information for the title. Part 2) is an author-title-subject index. Part 3) is a directory of publishers and distributors. Annual paperback supplements, similar to Children's Catalog.

A Multimedia Approach to Children's Literature: A Selective List of Films, Filmstrips, and Recordings Based on Children's Books, 3rd ed., American Library Association (ALA), 1983.

Periodicals for School Media Programs, by Selma K. Richardson, rev. ed., ALA, 1978.

An Evaluation of over 400 periodicals and newspapers.

Senior High School Library Catalog, ed. by Gary L. Bogart and Richard H. Isaacson, 12th ed., The H.W. Wilson Company, 1982; with supplements.

Format is much the same as that of the Junior High School Library Catalog. It is an extremely valuable list of 5,056 titles and 15,530 analytical entries. It is kept up-to-date by annual cumulative supplements.

World History in Juvenile Books: A Chronological Guide, by Seymour Metzner, Wilson, 1983.

Books available concerning American history for elementary and junior high school students arranged according to period with which they are concerned. Not annotated. Reading level indicated.

Your Reading: A Book List for Junior High Students, ed. by Jane Christensen, 5th ed., NCTE, 1983. Paperback.

Prepared by the Committee on the Junior High Book List, NCTE. Brief descriptive annotations, grouped under subjects.

Current Review Media (for Books)

The Book Report: The Journal for Junior and Senior High Librarians, Lynworth Pub., 2950 N. High Street, P.O. Box 14466, Columbus, Ohio 43214.

Published bimonthly. Contains articles on library management, reviews books, audiovisual materials, and computer software. Features a section on computers.

The Booklist

Semimonthly, September through July; monthly in August. Contains regular special sections for young adult and children's books plus audiovisual materials. Reviews are brief, but carefully prepared. Arranged by Dewey classification numbers. Useful both as a buying guide and as a cataloging aid.

Bulletin on the Center for Children's Books. University of Chicago.

Published monthly except August. Reviews books for children and young people, including marginal and not recommended titles.

Choice, ALA

A monthly magazine which reviews carefully and in detail books for colleges. Especially valuable for selecting books for mature high school students.

The Horn Book Magazine, The Horn Book, Inc.

Discriminating reviews of books for children and young people, along with articles on children's Literature. Carries regular section on science books and on adult books for young people. Includes annual list of outstanding books.

Language Arts, NCTE, 508 South Sixth Street, Champaign, IL 61820.

Excellent extensive reviews of books for use with elementary school children. Books reviewed are classified according to type. Publications appears monthly, September through July.

Library Journal. Bowker.

Monthly, September through May. Brief reviews of books and audiovisual materials recommended and not recommended for grades K-12. Articles of interest to teachers and school libraries; special lists (professional reading, free and inexpensive materials, paperback, adult books of interest to teenagers).

Science Books: A Quarterly Review. American Association for the Advancement of Science (AAAS).

Careful, detailed reviews of science books for use with elementary, secondary and junior college students.

The Virginia KirKus Service. 317 West 4th Street, New York, New York, 10014.

The price of their service is based on annual book budget of the school. Reviews are in advance of publication by six to ten weeks. All books submitted are reviewed and the reviews are signed. Reviews are published twice monthly. The KirKus Service is widely used and respected, and is virtually the only major source of advance reviews.

Audiovisual/Computer Selection Aids

Computer Courseware Evaluation. Jan. 1983-May, 1985. Alberta Education.

A series of reports compiled by Clearinghouse Curriculum Branch, Alberta Education. These reports represent one of the most extensive review sources available for both positive and negative reviews of computer software on the market.

Digest of Software Reviews: Education. School and Home Courseware, Inc. 301 West Mesa, Fresno, CA 93704.

Reprints of reviews from more than 120 journals and other review sources. These software reviews arranged by subject and current reviews are published monthly to keep the digest up-to-date.

Educator's Guide to Free Films. Educator's Progress Service. 1941-.

Contains a listing of free films distributed by government, nonprofit institutions, and industry.

The Film File. The media Referral Service, P.O. Box 3586, Minneapolis, MN 55403. 1981-.

Film and videocassette locator giving information (grade level, release date, length, etc.) to aid in making purchase or rental selections.

Guide to Free Computer Materials. Educator's Progress Service. Yearly ed. 1983-.

In addition to sources of free materials on computers, this guide includes ready to use programs and information users groups.

Landers Film Reviews: Source Directory. Landers Associates, 1968-.

A highly respected source for 16mm film reviews.

Library of Congress Catalogs. Films and Other Materials for Projection. Library of Congress, 1948-.

An extensive listing of subjects and titles available in 16mm format.

Media Review: Professional Evaluation of Instructional Materials. Ridgefield, CN 06877.

Index is arranged by subject in a loose-leaf format. Evaluations are written by library media/specialists and educators. Materials are arranged by title, by a starred rating and by publisher.

NICEM Index to 16mm Films. 6th ed. (3 vols.) University of Southern California. 1979-.

National Information Center for Educational Media Index is a comprehensive listing of over 48,000 entries currently available in 16mm films. Arrangement is by subject and title with descriptions, length, grade level and producer or distributor included.

Schwann Record and Tape Guide. Schwann Publications. 1949-.

Source for reviews of audio disc and tape recordings.

The Video Source Book. National Video Clearinghouse. 1980-.

The comprehensive 6th edition, 1984 features 40,000 programs currently available on video from more than 800 sources. It is arranged by title with a subject index and an alphabetical list of companies.

Current Review Media (for Audiovisual/Computer Materials)

Computers in Education, 189 Newton Ave., Glen Ellyn, IL 60137.

A monthly newsletter for elementary and secondary educators currently or planning to use microcomputers. Free of charge.

Electronic Learning. Scholastic, Inc.

Published eight times during the year, September through April. Offers articles on computer software, instructional applications and administration for educators.

Instructional Innovator, Assn. for Educational Communication and Technology. 1956-.

Eight issues per year providing teachers with ideas for the use of media and computer technology.

Media and Method. North American Publishers, 1945-.

Nine issues per year. The magazine of the teaching technologies feature ideas on new ways to utilize instructional media such as video/film production and computer based instruction.

Freedom to Read

The freedom to read is guaranteed by the constitution. Those with faith in free men will stand firm on these constitutional guarantees of essential right and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those which are unorthodox or unpopular with the majority.

   Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. Publishers, librarians, and booksellers do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what books should be published or circulated.

   Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers to whom it will not listen, whatever they may have to say.

4. There is no place in our society for efforts to coerce the taste of others, to confine the adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve, artistic expression.

   To some, much of modern literature is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to hep them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limited the freedom of others.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.

   The idea of labeling presupposed the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposed that each individual must be directed in making up his own mind about the ideas he examines. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

   It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society each individual is free to determine for himself what he wishes to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, bookmen can demonstrate that the answer to a bad book is a good one, and answer to bad idea is a good one.

   The freedom to read is of little consequence when expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principle means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens the fullest of their support.

   We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May 1953 by the Westchester Conference of the American Library Association and the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953. Revised January 28, 1972, by the ALA Council.

Library Bill of Rights

The American Library Association affirms that all libraries are forums for the information and ideas, and that the following basic policies should guide their services.

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of these contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948
Amended February 2, 1961; June 27, 1967; and
January 23, 1980, by the ALA Council

School Library Bill of Rights

Approved by the American Association of School Librarians
Endorsed by the Council of the American Library Association

School librarians are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school library is:

- to provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.

- to provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards.

- to provide a background of information which will enable pupils to make intelligent judgements in their daily life.

- to provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.

- to provide materials representing of the many religious, ethnic, and cultural groups, and their contributions throughout American heritage.

- to place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive collection appropriate for the users of the library.

SAMPLE

CITIZENS REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

TITLE _____ book ____ magazine ____ other____

Author (or Director if AV) _____

Publisher or Distributor _____

Request initiated by (Name) _____

Address _____

City _____ State _____ Zip _____ Phone _____

Do you represent: ____ Yourself _____ Organization/Group

1. To what do you object in the work noted above? (Please be specific)
   Cite pages, specific scenes, etc. _____

   _____
2. Did you read or view the entire work? _____ What parts? _____
3. What do you feel might be the result of reading/viewing this work?

   _____
4. For what age group would you recommend this work? _____
5. What do you believe is the theme of this work? _____
6. Is there anything good about this material considered as a whole?

   _____
7. What would you like the library to do about this work?
   ____ Return to staff selection committee for re-evaluation.
   ____ Other Explain _____
8. Comments: _____

   _____

SIGNATURE: _____ DATE _____

CHAPTER VII

WEEDING AND INVENTORYING THE SCHOOL LIBRARY

Introduction

In school library terminology, weeding is the process of discarding library materials which have lost their educational value or usefulness. Weeding and selecting new materials are the two main processes by which the collection is created. Both processes should be guided by sound educational philosophy and covered by a library policy statement. See Chapter I of this manual for more information on the basic philosophical purpose or rationale for building a school library collection.

In addition to its role in maintaining a current, educationally sound collection, other good reasons for weeding are the following:

1. to remove the possible illusion that your library is well-stocked because your shelves are crowded. This situation might work against your appeals for an increased materials budget.

2. to use available shelving and storage effectively, relying on other community sources when you patrons need little used materials.

3. to protect your library's reputation for authority, currency, and reliability.

4. to find materials needing repair, rebinding, or replacement.

5. to give the library a fresh, uncluttered, and inviting appearance which in turn makes it easier to find materials and improve your circulation.

6. in some circumstances, to prepare for an automated circulation system or on-line catalog system. Retrospective conversion to machine records is expensive and time consuming, especially for books printed before 1960. It is a good idea to look closely at older, little used books for possible withdrawals.

7. to re-acquaint you periodically with the particulars of your collection.

Inventory is a management process by which the school accounts for major expenditures and adjusts its records to reflect the existing status of the collection. Weeding and taking inventory are related in very practical ways because the procedures for conducting an inventory are similar, and in some cases, identical to those involved in weeding. Many librarians make weeding and taking inventory a single process.

Procedures Involved in Weeding

The following is a suggested step-by-step outline for weeding a collection. You have the decision of breaking up your weeding into small segments, perhaps a percentage of shelves a month, or of closing your library and doing all your weeding in one sweep. It is recommended, unless weeding in your library has been neglected for years, that you weed throughout the school year, following the procedures below. Suggestions for taking an inventory follow the information on weeding.

1. Form the habit of viewing every book you handle during your daily activities with a critical eye as to its serviceability. If you continually withdraw out-dated and useless materials and methodically update your records, you can substantially reduce the work load involved in a more formal weeding endeavor.

2. It is recommended that you do not close your library for a period of time to do a major weeding, but if you decide you have no alternative, arrange with the principal and staff for a closure that disrupts the school as little as possible. If you are not on an automated circulation system, you must also call in all the books which are currently circulating. Such a closure may make the most sense during the last few days of a school year. Suspend circulation, close the library, and hunt in all the usual places for lost and missing books.

3. There is a real advantage, at this point, of being on an automated circulation system. With such a system, you can print a shelf list of titles which shows items currently in circulation, as well as a cumulative circulation record of each item in your library. Having the number of circulations for an item is a good indicator of a book's usefulness.

4. You should begin with the non-fiction books, as these are usually the most in need of weeding. Pull from the shelves all books that are out-dated, inappropriate, damaged and worn, etc. See further comments on page 70 for specific tips. Ask teachers for help in weeding their curriculum areas. Using carts or tables, separate the books into these categories:

    1) Withdraw/Do Not Replace.

    2) Withdraw and Replace (New edition).

    3) Rebind or Mend (Place a new mylar cover on dust jacket, etc.)

    Give your faculty a chance to check your withdrawal decisions and adjust your piles accordingly according to their suggestions.

5. Pull the shelf list card for each book in each of your three piles.

    1. For the books to discard without replacement, mark "discard" on the shelf card and place the card in a pile marked: "Pull all catalog cards and delete item from computer" (if you are on a circulation system) These cards can then be pulled at a later time. You may decide to keep these pulled cards, but generally, it is safe to destroy them at the end of the process. If you are on a computerized system, be sure to delete these books from your data base of titles. If you choose to keep the shelf list cards from withdrawn books, note on each shelf list card the action taken and the date on which it was taken.

    2. For books you wish to replace, mark "discarded-replace" on the shelf card and place in a pile for re-ordering. If you are on a circulation system, you can delete the book's number from the database and start fresh when the replacement arrives, or you can "check out" the book to a special file, from which you can update the book's record when the replacement comes. Many librarians have found it simpler to delete the book. Similarly, you must decide if you will keep the catalog cards. If you are buying a fresh copy of the same edition, keep the cards and indicate the new title information on the shelf list card. If it is a new edition, pull the cards and start fresh with a new set.

    3. Keep together all shelf cards of books headed for re-binding for your records. Unless rebinding will take more than a month or so, it is not usually necessary to pull the catalog cards. If you are on a circulation system, again you can check the books out to a special "Bindery" file for your records. When they come back, they will need new bar code numbers, and you will have to make adjustments on the computer record for each title as well as the shelf list card.

        The importance of keeping the shelf-list and card catalog up-to-date so that both reflect the ACTUAL collection cannot be over-emphasized. When you automate, your shelf card is your most important library record and must be accurate.

4. There is always the question of what to do with the books you plan to withdraw. Books that you give to teachers for their room collections or to students will come back to "haunt" you, confuse your staff, and mess up your records. As hard as it is to destroy a book, burning is often the best course. It is comforting, at this juncture, to remember that you are getting rid of a book because it is no longer useful to the library. Hopefully, it would also no longer be useful to anyone else in your school. Occasionally, you will find a program which is gathering books for ESL programs overseas. This might be a more palatable alternative to burning. It is suggested that the books not be taken to the local landfill. These will also come back to "haunt" you.

General Considerations in Weeding the Collection

In pruning the collection, the librarian should be very careful not to inadvertently impose his personal biases upon the process. The role of censor is less becoming to a librarian than almost anyone else. On the other hand, the librarian need not become overly anxious about making mistakes. Making mistakes is unavoidable. The good librarian relies upon his knowledge of basic principles, his standard "book selection" tools, and his own professional judgement to see him through.

In general, books withdrawn during the weeding process fall into three categories: books to be mended or cleaned; books to be rebound; and books to be discarded.-

1. Books to be mended or cleaned-- Books of otherwise good quality but soiled or slightly damaged should be set aside at this time. Make sure that books selected justify the time and effort in improving their appearance. It may be advisable to do a quick, interim repair job and reorder the title immediately. Books for young children should be kept in an especially attractive condition. Some librarians have boosted circulation of worn-looking books with dust jackets by simply replacing the mylar cover. Often they will look almost new again.

   Books or pamphlets on mending are available without charge from many standard library supply companies such as Gaylord, Demco, Bro-Dart, and others.

2. Books to be rebound-- Rebinding a book can be quite expensive, but there are times when the librarian has no choice. If the title must be in your collection but is out of print, rebinding is often easier and less expensive than spending time searching used book markets. If you have a book which is in poor condition but for one reason or another cannot be rebound, yet cannot be replaced, mend as best you can and, perhaps, restrict it to use within the library.

3. Books to be discarded-- Some librarians find it useful to follow the MUSTY principle in weeding:

M = misleading, inaccurate
U = ugly, beyond rebinding or repair
S = superseded by a newer edition
T = trivial
Y = no use for your collection.

In addition, here are several classes of books which can be considered as good candidates for withdrawal:

a. Old and worn out books.

b. Selection mistakes.

c. Outdated books.

d. Books that are old fashioned styles of writing or illustration.

e. Duplicates of little used books.

f. Didactic, moralistic fiction; books which contribute to false stereotypes or women or minority groups.

g. Unused volumes of uniformly bound sets of books.

h. Textbooks.

i. Biographies of now obscure persons.

j. Old travel and humor books.

k. Files of magazines which are not indexed in the Reader's Guide, but which are over one year old.

l. Books no longer appropriate to the span of reading levels in your schools.

m. Books which have not circulated for 10-15 years, (with exceptions discussed later.)

In case of "outdated books" will be almost anything with a copyright date more than ten years old in such areas as the sciences, technology, industry, home economics, photography, career information, atlases, encyclopedias, etc. Works in psychology, history, and education as well as directories and statistical works are also likely to become dated rather quickly.

In the class of trivial books will be that large class of mediocre-to-good juvenile fiction, popularizations in such areas as hypnotism, self-help psychology, cult lore such as has grown up around "flying saucers," etc.

The uniformly bound set of books, especially in areas such as history and literature, is a notorious shelf-setter. New and separate editions of the needed titles represented in the set may be preferable to retaining the set. The unused volumes of the set, at least, should discharged or stored for reference.

Textbooks as a class have very little place in the high school library. A separate collection of new and good quality textbooks may be maintained for the benefit of teachers and administrators, but they should not be allowed to take up much needed space in the regular collection.

Reference books, especially have to be weeded. Encyclopedias, for example, need to be replaced after five or six years, at most. Dictionaries should be replaced every 12 years, atlases, every 10 years. Some reference books are not as obvious. Periodically buy new editions of books such as Facts about Presidents, Bartlett's Familiar Quotations, and the American Book of Days, and others. This type of reference book also becomes outdated. It is a good practice to check all reference books against a standard list such as the ALA Booklist, and Subscription Books Bulletin, or Guide to Reference Books for School Media Centers, by Christine Wynar.

A fiction collection, generally, does not become outdated as quickly as non-fiction. Follow the above guidelines and consider removing books which are over 20 years old and no longer seem popular.

Some Tips for Weeding by Class

000	Encyclopedias	New edition is needed at least every five years.
	Bibliographies	Seldom of use after five years from date of copyright.
	Books about reading	Guides, etc. Value determined by use.
100	Ethnics, etc.	Value determined by use. Most unscholarly works are useless after ten years.
200	Religion	Value determined by use. Collection should contain basic information (but not propaganda) about as many sects and religions as possible.
300	Social Sciences	See that controversial issues are well-presented from all sides.
310	Almanacs/Yearbooks	Superseded by each new volume. Seldom of much use after five years.
320	Politics/Economics	Books dealing with historical aspects, determined by use. Timely or topical material: discard after approximately ten years. Replace with new editions when available.
340	Government	Ten years. Watch for new material on government to supersede older.
350		
360	Social Welfare	Weeding depends on use. Most non-historical materials are past after ten years.
370-380	Education/Commerce	Keep historical materials if they will be used. Non-historical materials need replacement in ten years.

390	Folkways	Keep basic materials; weeding depends on use.
400	Languages	Keep basic material; weeding depends on use.
500	Pure Science	Except for botany and natural history, science books are usually out of date within five years. Try to keep collection current by discarding and purchase.
600	Inventions, Medicine	Five years, except for basic material on inventions and anatomy.
620	Applied Science, Mechanics	Five years, unless book contains material of historical value.
621	Radio, Television	Five years at most; progressing too rapidly to be of use longer, unless describing crystal set or other in demand for historical reference.
630	Farms, Gardens, Domestic Animals	Keep up-to-date with new editions and new materials to replace older.
640	Home Economics	According to use. Keep mostly current material. Keep most cookbooks. Consider withdrawing older books on grooming, beauty tips, fashion, textiles.
650	Business	Ten years.
660	Chemical, Food Products	Five to ten years, according to content.
690	Manufacturers, Building	Ten years, except that older books on crafts, clocks, guns, toys, may be useful.
700	Art, Music, Sports	Keep basic material. Dated sports material, especially about personalities who are no longer popular should be removed. Hobby and craft books date themselves quickly.

800	Literature	Keep basic material. Withdraw older on speech making, report writing. Older volumes of Shakespeare are frequently hard to read because of very small print. Update them.
900	History	Depends on use and needs of community and on accuracy of fact and fairness of interpretation.
910	Travel and Geography	Discard travel books which are over 10-15 years old unless useful from historical point of view or of interest as personal accounts. Update this collection to reflect major world changes, especially, beginning in 1989 in Eastern Europe and the USSR.
940-990	History	Depends on use and needs of 990 community. Only outstanding World War II materials should be left by this time. Best materials is now incorporated in regular histories. Much was catchy and poorly written because of haste to get on the market.
	Biography	Unless subject has permanent interest or importance, discard as soon as demand subsides. Replace older biographies of mediocre literary value whenever better ones appear. Keep those which are outstanding in content or style as long as they are useful.
	Periodicals, Newspapers	Keep for 5 years those that are indexed the Reader's Guide. Keep others only if your patrons keep them in demand.
	Pamphlets and Verticle File	Weed roughly according to the suggestions or for non-fiction materials stated above. Keep only up-to-date material.
	Government Documents	Order and discard according to use and requests of patrons. Small libraries should not keep these at all.

Gift Books

Gifts should be accepted in the first place only in accordance with a stated policy disallowing conditional acceptance of gift books. Even so, gifts should be regarded with a critical eye as they are likely to represent either someone's favorite prejudice or the junk from his attic. Nevertheless, treatment of proffered gifts and those who come bearing them is always a delicate matter requiring tact and diplomacy on the part of the librarian who must always be conscious of public relations. Still, the conscientious librarian will not want to waste his time trying to dispose of a mass of literary trivia foisted off on him by some naive, if well-meaning citizen. The librarian can always fall back upon generalizations concerning the suitability of the material for the collection in terms of the demands of the school's curriculum; or the librarian may take diversionary tactics and suggest that the material may receive better use someplace else.

Disposing of Material Withdrawn

With very few exceptions, material discarded from the school library should be destroyed. State law does not specify what is to be done with such material, but giving it to another library is not doing that library a favor. Since some citizens do not understand that destroying old, outdated books does not obviate the need for newer, more accurate and informative ones, it is best to dispose of discards decisively and with as little fanfare as possible. This is not to suggest, of course, that any library material should be destroyed without the full authorization of the school's administration and governing body; it is merely a suggestion as to how unwarranted bickering in the community may be avoided.

Updating the Records

Withdrawal of materials should be reflected in the records of the library. Cards should be withdrawn from the catalog and from the shelf-list. If more than one copy of a book is noted on the shelf-list card and only one copy is being withdrawn, notation of disposition and date should be made opposite the copy of accession number of the copy withdrawn. Care should be taken in withdrawing cards from the catalog that no "blind references" are left. Remember that school libraries are, above all, teaching instruments, and a card catalog full of blind references only teaches students that the system sounds good in theory, but does not work well in practice. Attention to tracings in withdrawing cards will eliminate this possibility.

Procedures Involved in Inventory

The following is a step-by-step outline of actions to be taken in inventorying a school library collection.

1. Review steps 1-3 in the previous section, " Procedures involved in weeding." Shelve ALL books, read your shelves, and tag all shelf cards of missing books.

2. If you are not on a circulation system, you should then make a list of author, title and call-numbers of all missing books. Check this list against your records of books in storage, on reserve, on permanent loan, at the bindery, etc.

   If you are using a circulation system, the inventory process is much easier. You simply scan each item's bar code on to a floppy disk, and feed the disks into your circulation's inventory program. Your inventory program will print out a title/call number list of all missing books.

3. Rather than pull the shelf and catalog cards immediately, it is often a good idea to wait a period of time in the hopes that the item will reappear. Many books "wander" back in to the library over the summer or are "found" the next school year. If you have time, it is a good idea to remove your catalog and shelf cards and store them in a special MISSING or LOST file to be refiled if/when the book returns. If the missing items are critical to your collection, however, you may need to re-order them as soon as your inventory is completed and not wait.

4. After a period of time, decide which lost books will NOT be replaced. If you keep shelf-list cards for lost or withdrawn books, make a note on each card of the action taken and date (e.g., LOST, 12/6/91). Whether or not you choose to keep your shelf list cards or throw them out, all catalog cards must be pulled and disposed of. (If you are on a circulation system, delete the books from your computer data base.)

5. For those lost items which you have decided to replace, now plan whether you will replace them with another copy of the same edition or with a different edition of the same title.

   a. If the replacement is to be another copy of the same edition, new cataloging will not be necessary. Just note on the shelf-list card the date the original was lost, along with information on the new copy.

b. If the replacement copy is to be a different edition, new cataloging will be required. Pull the main-entry card and using the tracings, carefully pull all catalog cards. If you decide to keep your shelf-list cards, it is suggested that you keep them in a separate file of lost/ withdrawn books. However, you can reduce your workload some by just throwing them out.

6. Compile a report for your administration showing the results of the inventory. Include how many books are in your collection, how many have been lost since the last inventory, and how many have been added. Also include the dollar value of the lost books at current prices and the cost of all new books added. You should also include the total value of the collection. Again, a computerized circulation system can easily provide these numbers with no extra work on your part.

CHAPTER VIII

THE SCHOOL LIBRARY AND THE COPYRIGHT LAW

Introduction

Copyright is the exclusive right of the creator or author of a work to profit from the sale, production, showing, performance, or other use of his work for monetary gain. In very general terms copyright consists of the rights to:

1. reproduce the copyright work;
2. develop derivative works based on the copyrighted work;
3. distribute copies or recordings of the copyrighted work; and
4. perform to display the copyrighted work in public.

For works created after January 1, 1978, copyright exists automatically from the moment of creation of the copyrightable work, whether or not the work has been published or registered with the U.S. Copyright Office. The copyright lasts for the author's lifetime plus fifty years. If the work is a "work made for hire," copyright runs from creation of the work for a period of 100 years or 75 years from the date of publication, whichever is shorter. As regards works created before January 1, 1978, the term of copyright runs for 28 years and is renewable for another 28 years at the end of the first period.

Library Copying

The copyright law contains specific guidelines for use by non-profit libraries in making copies of material in the library collection. In addition to these rules governing copying by the library itself, the "fair use" provisions of the copyright law, discussed later, may be relevant to library copying even though they apply mainly to copying done by or for others in the library using library materials or equipment.

The guidelines for library copying consists of three basic requirements which must be met by anyone claiming protection under this particular part of the copyright law. These requirements are as follows:

1. The library's collection must be open to the public or to persons doing research in a specialized field who are not affiliated with the library;
2. There must be no purpose of direct or indirect commercial advantage; and

3. All copies made must bear notice of copyright.

If these conditions are met, the library may make copies for purposes and in the situations outlined below. Without permission of the owner a library may make a single copy:

1. of any unpublished work of whatever kind in its entirety from a copy which is currently in its collection in order to provide security or preservation of the work or to provide for research in another library;

2. of any kind of work, published or unpublished, in its entirety, to replace a copy which has been lost, damaged, or stolen, provided that there is not an unused replacement available at a fair price;

3. of a single article or other contribution to any one collective work or periodical issue for a patron's personal use, but only if the copy so made becomes the property of the user and a warning of the copyright is displayed at the library counter. (See the suggested text for this warning statement given below.)

4. of an entire work for a patron's use, but again, only if the copy made becomes the user's own property and a warning of copyright is displayed at the library counter or copy machine and no copy of the work is available at a fair price.

Except in situations as described in paragraphs 1 and 2 above, these rules do not apply to copying musical works, pictorial, graphic, or sculptural works, motion picture or other audiovisual works other than those dealing with current news.

The following is the recommended text of the warning concerning copyright restrictions referred to above:

Warning Concerning Copyright Restriction

The copyright law of the United States (Title 17, United States Code) governs the making of photocopies or other reproductions of copyrighted materials.

Under certain conditions specific in the law, libraries and archives are authorized to furnish a photocopy or other reproduction. One of these specified conditions is that the photocopy or reproduction is not to be "used for any purpose other than private study, scholarship, or research!" If a user makes a request for, or later uses, a photocopy or reproduction for purposes in excess of "fair use," that user may be liable for copyright infringement.

This institution reserves the right to refuse to accept a copying order if, in its judgement, fulfillment of the order would involve violation of copyright law.

Teacher and Student Copying

The copyright law specifically absolves the library from responsibility for copying done by patrons on reproducing machines located in the library, providing that a sign is posted on or near each machine warning users that copying may be an infringement of copyright. Suggested wording for such warnings is shown above.

In general, copying by teachers and students of material in the library is governed by the "fair use" provisions of the copyright law. Fair use is that use of copyrighted material which is fair for the user and fair for the owner of the copyright; it covers use for such purposes as criticism, comment, news reporting, teaching, scholarship, or research. commercial uses, those which displace what realistically might have been a sale, are not covered by the fair use doctrine. Whether or not a use of copyrighted material is fair depends upon:

1. The purpose and character of the use, including whether it is of a commercial nature or is for nonprofit educational purposes.

2. The nature of the copyrighted work.

3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole.

4. The effect of the use upon the potential market for or value of the copyrighted work.

More useful than this very general language are the guidelines developed by private groups representing such interested parties as authors, publishers, and teachers. These guidelines, reproduced below, spell out in more practical detail what "fair use" amounts to in the work place and routines of teachers and students.

The Guidelines

I. Single Copying for Teachers

A single copy may be made of any of the following by or for a teacher at his or her individual request for his or her scholarly research or use in teaching or preparation to teach a class:

A. a chapter from a book

B. an article from a periodical or newspaper

C. a short story, short essay, or short poem, whether or not from a collective work.

D. a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper

II. Multiple Copies for Classroom Use

Multiple copies (not to exceed in any event more than one copy per pupil in a course) may be made by or for the teacher giving the course for classroom use or discussion; provided that:

A. the copying meets the test of brevity and spontaneity as defined.

B. the copying meets the cumulative effect test as defined

C. each copy includes a notice of copyright

Definitions:

Brevity

1. Poetry: (a) A complete poem of less than 250 words and if printed on not more than two pages or, (b) from a longer poem, an excerpt of not more than 250 words.

2. Prose: (a) Either a complete article, story, or essay of less than 2,500 words, or (b) an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less, but in any event a minimum of 500 words.

   (Each of the numerical limits states in 1 and 2 above may be expanded to permit the completion of an unfinished line of a poem or of an unfinished prose paragraph.)

3. Illustration: One chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

4. "Special" works: Certain works in poetry, prose, or in "poetic prose" which often combine language with illustrations and which are intended sometimes for children and at other times for a more general audience fall short of 2,500 words in their entirety. Notwithstanding, such "Special" works may not be reproduced in their entirety; however, an excerpt comprising not more than two of the published pages of such special work and containing not more than 10% of the words found in the text thereof, may be reproduced.

Spontaneity

1. The copying is at the instance and inspiration of the individual teacher.

2. The inspiration and decision to use the work and the moment of its use for maximum teaching effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission.

3. There shall not be more than nine instances of such multiple copying for one course during one class term.

   (The limitations stated in 2 and 3 above shall not apply to current news periodicals and newspapers and current news sections of other periodicals.)

III. Prohibitions as to I and II

Notwithstanding any of the guidelines stated previously, the following shall be prohibited:

A. Copying shall not be used to create or to replace or substitute for anthologies, compilations, or collective works. Such replacement or substitution may occur whether copies of various works or excerpts therefrom are accumulated or reproduced and used separately.

B. There shall be no copying of or from works intended to be "consumable" in the course of study or of teaching. These include workbooks, exercises, standardized tests and test booklets and answer sheets, and like consumable material.

C. Copying shall not:

   1. Substitute for the purchase of books, publishers' reprints, or periodicals

   2. be directed by a higher authority

   3. be repeated with respect to the same item by the same teacher from term to term

D. No charge shall be made to the student beyond the actual cost of the photocopying.

Compliance with the above guidelines will depend primarily upon the good faith of educators. Obviously, publishers and authors do not always find out when their work is being infringed, and even when they do, they are often reluctant to pursue their rights because of high legal costs and considerations of public relations. This is not to imply, however, that losses of revenues due to illegal photocopying are not substantial.

For authors in particular, the losses are considerable. In most cases, the only compensation an author receives is a percentage royalty on each copy or his or her work which is sold. Therefore, he or she suffers a substantial out-of-pocket loss each time a copy of his or her work is reproduced rather than purchased. More often than not, if the book is a textbook, that author will himself or herself be a teacher or professor.

The ultimate purpose of the copyright law, of course, is not to prosper authors of publishers. Copyright law was provided for in the constitution to encourage talented people to create more books and music and other works of art and to share them with the public. Unauthorized exploitation of a work which exceeds the boundaries of fair use, therefore, not only violates the creative rights of the author and publisher, it also jeopardizes society's right to an environment that is conducive to the dissemination of new ideas.

Microcomputer Software

Copyright law as it applies to the new technologies is quite unsettled. About all that can be done by general guidelines such as these is to cite a few broad principles, to urge caution in the use of copyrighted material, and to recommend that school districts seek the advice of an attorney in formulating current policy governing the copying of copyrighted material by school personnel.

As regards computer programs or software, it now seems fairly clear that users are allowed to make a back-up copy to be used strictly for archival purposes, i.e., in case the original copy fails, but not to be used on a second machine at the same time as the original copy is being used. The idea behind this principle is to prevent the proliferation of simultaneous users of a single program, because such use adversely affects the market for copyrighted program; it results in a loss of sales for the owner of the protected program.

It is important to realize that the concept of preventing the "proliferation of simultaneous users" applies not only to the copying of software and the booting of multiple machines from a single program, but to the downloading of a program from a central location to multiple work-stations in a network. Some software producers provide special licensing agreements allowing their users to do such things, but ordinarily a computer program is purchased for use on one CPU at a time. Obviously the copyrights of manuals, guides, templates, etc., that go with a program should also be respected.

Video-Taping

The Idaho State Department of Education provides instructional television services to the schools of the state at no charge to the schools. School user rights have been purchased by the SDE to all ITV programs listed in the annual ITV schedule published by the SDE. Idaho schools may copy these programs and use them for ordinary instructional purposes at any time during the current school year for as long as the programs continue to be listed in the current annual SDE schedule. Programs copied in previous years, but no longer listed in the schedule, must be erased unless the school purchases user rights for itself.

Off-the-air taping of other television programs can be a legally hazardous practice. In general, unauthorized copying of any program for use in the schools is prohibited if that program is available under rental, lease, or licensing arrangements. Legal penalties for school copyright violation can be serious, and liability in school cases may extend to individual educators and board members [Encyclopedia Britannica Educational Corporation, Learning Corporation of America, and Time-Life Films, Inc., V.C.N. Crooks, et al., 558 F. Supp. 1247 (W.D.N.Y 1983)]. Therefore, educators should pay close attention to copyright notices on programs that they are interested in copying for routine use in the school. These notices identify the proprietor of the program who can then be contacted by mail or telephone before any copying is done. If the copyright owner cannot be identified from the television screen, the information can usually be gotten from the broadcast station.

In March, 1979, Congressman Robert Kastenmeier, Chairman of the House Subcommittee on Courts, Civil Liberties and the Administration of Justice, appointed a Negotiating Committee consisting of representatives of education organizations, copyright proprietors, and creative guilds and unions. The following guidelines reflect the consensus of this Negotiating Committee as to the application of the "fair use" doctrine of the United States copyright law to the recording, retention, and use of broadcast television programs for educational purposes. While these guidelines do not have the force of law, they are generally regarded as reasonable guides for public school people in making spontaneous, off-the-air copies of broadcast television programs for educational purposes. Schools are advised to consult with their own attorneys in the development of local policy covering this important subject.

Recommendations of the Kastenmeier Committee

1. The guidelines were developed to apply only to off-the-air recording by non-profit educational institutions.

2. A broadcast program may be recorded off-the-air simultaneously with broadcast transmissions (including simultaneous cable retransmission) and retained by a nonprofit educational institution for a period not to exceed the first forty-five (45) consecutive calendar days after date of recording. Upon conclusion of such retention period, all off-the-air recordings must be erased or destroyed immediately. "Broadcast programs" are television programs transmitted by television stations for reception by the general public without charge.

3. Off-the-air recordings may be used once by individual teaches in the course of relevant teaching activities, and repeated once only when instructional reinforcement is necessary, in classrooms and similar places devoted to instruction within a single building, cluster, or campus, as well as in the homes of students receiving formalized home instruction, during the first ten (10) consecutive school days in the forty-five (45) calendar day retention period. "School days" are school session days -- not counting weekends, holiday, vacation, examination periods, or other scheduled interruptions -- within the forty-five (45) calendar day retention period.

4. Off-the-air recordings may be made only at the request of and used by individual teachers, and may not be regularly recorded in anticipation of requests. No broadcast program may be recorded off-the-air more than once at the request of the same teacher, regardless of the number of times the program may be broadcast.

5. A limited number of copies may be reproduced from each off-the-air recording to meet the legitimate needs of teachers under these guidelines. Each such additional copy shall be subject to all provisions governing the original recording.

6. After the first ten (10) consecutive school days, off-the-air recordings may be used up to the end of the forty-five (45) calendar day retention period only for teacher evaluation purposes, i.e., to determine whether or not to include the broadcast program in the teaching curriculum, and may not be used in the recording institution for student exhibition or any other non-evaluation purpose without authorization.

7. Off-the-air recordings need not be used in their entirety, but the recorded programs may not be altered from their original content. Off-the-air recordings may not be physically or electronically combined or merged to constitute teaching anthologies or compilations.

8. All copies of off-the-air recordings must include the copyright notice on the broadcast program as recorded.

9. Educational institutions are expected to establish appropriate control procedures to maintain the integrity of these guidelines.

Again, since copyright law, especially in the areas of the new technologies, is so unsettled, it is important that school districts consult their own attorneys in the development of current policy governing this important aspect of the educational process.

CHAPTER IX

BEGINNING A SCHOOL LIBRARY MEDIA PROGRAM

Introduction

The key to starting a new school library is careful planning. Planning the entire program, including the facilities to house it, well in advance of the time when the library is expected to be open for service cannot be emphasized too strongly. A regular nine-months school term for planning and other preliminary work plus a summer of actually putting the library together are probably the minimal amounts of time necessary to get a new school library going. This, of course, means that money must be budgeted in advance for the summer salary of the librarian and for the extra help that will be needed to make the library operational. A brief listing of the major jobs to be done shows the magnitude of the job facing the librarian.

Before the doors of the new library can open for service the librarian must have at least:

1. designed the building or remodeling of the facility;
2. selected, ordered, received, inspected, and placed the furniture;
3. selected and ordered materials within the limits of the budgets for different types of materials;
4. received, processed, organized, and shelved the materials;
5. organized the card catalog, shelf list, order files, desiderata file, etc.;
6. installed a circulation system; and
7. established with the administration certain essential operating policies.

Each of these is a major undertaking and if the librarian is to get them all accomplished during the minimum time period mentioned above, special clerical assistance will be needed and must be budgeted for in advanced. Notice that most of these jobs are treated in some detail in other chapters of this manual.

Planning a school library should begin with serious consideration being given to exactly what it is that the library is expected to do. The facility, for example, must be designed to accommodate the program and the program should be designed to achieve the purposes of the school and to satisfy the needs of the students and teachers. Some effort should be made, therefore, to determine those purposes and those needs. The librarian should be

familiar with the philosophy, policies, and procedures of the school, with the general form and function of school library programs (see Chapter 1 of this manual), and with the particular curriculum and teaching methods of the school to be served by the new library.

For detailed planning to begin, the librarian must know such details as the largest student enrollment that the library is expected to serve; the current average cost of different types of policy materials; the fixed variables within which planning must take place, e.g., size and condition of available physical facilities and maximum amounts of available funding; the relevant state and regional accreditation standards (see Appendix #1 of the manual); the amount of clerical help that can be expected; technical help that may be available from the State Department of Education, the State Library, and neighboring school librarians; and the names and addresses of reputable book jobbers and subscription agencies. Virtually all of this information is easily available within the school district or by telephone from other school librarian, the State Department of Education, the State Library, book jobbers and subscriptions agencies themselves, and local colleges and universities which offer courses for school library media people.

Once the basic information needed for planning has been collected and the basic mutual understandings between the librarian and the administration have been arrived at--as, for example, the scope and nature of the librarian's responsibilities and prerogatives in the planning of a new library--a rough time schedule for the completion of the different aspects and phases of the job should be drafted and discussed with the administration. This schedule need not be considered to be absolutely binding, but it gives a useful overall picture of the job and allows one to know at any given time how the work is progressing, what needs special attention, what jobs must be completed before others can begin, which work can proceed simultaneously, and so forth. This time schedule can be revised as the library begins to take shape and important dates, such as the date that furniture or book orders were sent out, can be noted on the schedule. In this way a quick reference is available to tell the librarian in a timely way when to begin checking with a supplier to make sure that everything is on schedule.

The Facility

Chapter V of this manual covers in some detail the matter of facility design and gives many useful tips for remodeling an existing room for library purposes. Some of the more important considerations in planning a new library facility are:

1. Arrange the service areas, furnishings, and materials collections to allow library personnel the maximum opportunity to serve their clientele and at the same time, be able to carry on routine library work while maintaining visual control of the facility.

2. Place the entrance and exit doors near the circulation desk to facilitate control and to minimize unnecessary moving about in the library.

3. Make sure that the library furniture is the right size for the students and that it is purchased from open stocks of standard brands of library furniture.

4. Keep the library comfortable and attractive, with carpeting and a variety of different types of study and reading areas, e.g., tables, carrels, lounge furniture, etc.

5. Locate the library away from sources of noise such as athletic fields, band rooms, playgrounds, and so forth, but near to academic classrooms.

6. Provide adequate electrical outlets on walls of the facility and, when needed, necessary plumbing and ventilation in the work rooms.

7. Do not allow expenditures for the facility, equipment, supplies, maintenance, etc., to encroach upon the materials budget (see Chapter III of this manual for the proper coding of different easier when staffing is limited.

8. Use the walls for most of the book collection when space is short. This has the additional advantage of making control of the library easier when staffing is limited.

9. Make a scale model of the facility with all of its major furnishings. Lay out the various service areas, i.e., reference, card catalog, Reader's Guide, circulation, audiovisual, microcomputers, etc., and the location of the various collections, e.g., fiction, biography, current magazines, the various Dewey classes of nonfiction, over-sized books, etc. This will allow the librarian to visualize how the library will eventually look and, therefore, to foresee possible problems and solve them on paper before they are translated into real construction and furniture. A scale model will also facilitate the process of shelving the new material when it eventually begins to arrive and be processed in large quantities by reducing the amount of shifting of material from one set of shelving to another. By predetermining where the various parts of the collection will be shelved, material can be moved directly to the proper area as it is processed.

10. Determine whether computer-based library management will be utilized. Depending upon the type of system purchased, procedures for ordering, processing, and circulation will be affected. Consideration should be given to an on-line catalog system.

11. New developments in library computer management that should be considered in future library planning include:

    a. on-line catalogs
    b. networking for interlibrary loans
    c. group purchasing for computer systems
    d. information database (for example, DIALOG).

The Initial Collection

When a library is planned as part of the construction of a new school building, the initial collection can be budgeted as capital outlay and paid for out of the revenue generated by the cost of an initial collection for even a small library can amount to a large sum of money; and there is considerably more competition for general fund money than there is for building funds which are raised for the specific purpose of school construction. The importance of having a library designed into a new building are, therefore, obvious; and the irresponsibility of allowing an operational library to deteriorate through lack of routine financial support is also apparent. The job of rebuilding a school library out of general fund revenues is considerably more difficult than is the task of maintaining an already existing library from such revenues.

In any case, it is simply not possible to begin a new school library with nothing more than, say, the annual expenditure required by accreditation standards. With those limited funds it would take many years to accumulate enough books and other materials to justify calling the collection a library, and by the time the necessary quantity of material was accumulated, most of them would be outdated and educationally worthless. Thus, the decision to begin a school library or to rebuild a badly neglected one necessarily involves a decision to commit to the project substantial amounts of funds.

There are a number of sources from which the librarian can compile the basic lists of materials to be purchased. In addition to the sources shown in Chapter VI of this manual, the shelf lists of existing school libraries provide a good potential classified list of materials which already have the cataloging and classification done. This information is entered on the order form. The plan for the development of the new library should, incidentally, include funds and opportunity for the librarian to visit from the home school.

The order list should be compiled by collection, e.g., a list of basic reference materials, a list of basic fiction, a list of biographies, etc. Selecting and ordering materials in this way will facilitate the processing and shelving of the materials when they are delivered. A computer generated list will provide the necessary records for ordering the material, ordering the printed catalog cards, and will also provide a permanent copy of the library's financial records. Materials should be ordered from a reputable jobber who is capable of providing the needed material either pre-processed, or, if possible, with the printed catalog

cards for the majority of the materials ordered. A computer program to generate catalog cards should be utilized when pre-processed cards are not available. The names of reputable jobbers can be acquired from the State Library or other school libraries in the area. Because of the size of the orders involved, it should be possible to negotiate additional discounts and/or services from the jobbers.

At the same time the books are ordered, or shortly thereafter, supplies for processing them should be ordered, e.g., card pockets, date due slips, book covers, tape, glue, library ownership stamp, etc.

Ordering must be done as early in the school year as possible. For example, if a new library is expected to open in September of the following year, all orders should be completed and placed with the jobber by February or March so that the materials will have arrived by June. In most cases it will be possible, with adequate help, to pull the library media center together during the summers months, but obviously only if the materials themselves have arrived.

As soon as possible, the librarian should begin to think about the procedures to be used in getting the new materials ready to be shelved. This procedure should be conceptualized in some detail by the time the ordered material begins to arrive from the jobber. This will allow the new material to be processed with a minimal amount of being moved about and handled from the time of delivery to the time of being shelved in the library. Among other things, this will involve careful planning about where newly arrived materials are stored until they can be processed. It will also involve the storage of similar materials together to the extent possible. If the order forms are prepared and mailed on the basis of particular types of collections, e.g., reference materials, fiction, etc., then presumably they will be filled in the same manner. In fact, the jobber can be instructed to package the new materials in a way that will allow similar kinds of books, etc. to be stored and processed together, thus simplifying and speeding up the processing.

Processing

It is a fact of life in library work that new materials have to be assimilated into the collection. This is as true of long established collections as it is of new libraries, and the processes involved in both situations is essentially the same. The big difference for present purposes is the large volume of material that must be rapidly processed in starting a new library. Further complicating matters may be the fact that, unlike a well-established library, the beginning one may not be physically completed at the time processing must begin. This can be a serious, but not insuperable problem, and the initial scheduling of the work on the new library should take into consideration the desirability of at least having the book shelving in place and divided up according to the various collections and classification sections by the time processing begins.

The single most important thing to know about the processing of library material is that it should be done in systematic, assembly-line manner. It is essential, therefore, that the librarian take the time to envision in some detail what must be done to the different kinds of material, and how it can be done most quickly and efficiently. usually, this will involve the use of a long counter or table with various work stations set up at intervals along it. At each work station a different job is performed on the books as they pass along the processing line. The necessary supplies, typewriters, microcomputers, etc., used at each work station are provided at that station so interruptions and delays are minimized. The main tasks to be done are:

1. Opening packages of new materials, checking the invoices against the material received, and collating books with the printed cards and order forms.

2. Stamping the materials with the school's ownership stamp and, perhaps, with appropriate federal program stamps (e.g., Chapter 2).

3. Accessioning, if desired, or at least entering copy numbers of multiple copies on the shelf list card.

4. Cataloging and classifying books not already processed, including the typing of basic and additional subject cards, when needed, from data on the order forms.

5. Attaching card pockets, magnetic bar codes for microcomputer system, or date due slips if used, book covers, and call numbers to the spine of the book.

6. Placing processed books on trucks or in boxes to be shelved or, if the library remodelling work is not completed, to be stored as near as possible to the area where they will eventually be shelved.

A similar procedure can be used in processing non-print materials except that provision and time should be made for doing more original cataloging of these materials.

The card catalog is essential to the functioning of a school library, so catalog cards should be filed as soon as processing of the new material is completed. A card-sorter and a supply of 3" x 5" card boxes with index tabs will be useful as will a copy of the Self-Instruction Manual for Filing Catalog Cards by Diane Foxhill Carothers, 1981, ALA. The accurate filing of catalog cards is extremely important, not only because a single mistake can compound itself, but because the school library is a teaching instrument which is useful only to the extent that it is correct and accurate.

Old Collections

The foregoing remarks concern the organization of a new library where no library has existed before. A more complicated job is to try to salvage part of an outdated and fragmented existing collection. When a librarian is given such an assignment, it is important that the administration understand from the outset that the job can be very time-consuming and perhaps almost as expensive as starting anew. The need for substantial increases in the budget and for additional clerical assistance is not likely to be any less than in starting a new library, and it might even be more.

The first step in revitalizing an old and poorly maintained library is to give it a thorough and ruthless weeding (see Chapter VII of this manual). Frequently, a library which has been allowed to deteriorate has many books which are not only old and outdated, but even newer books of marginal or no real educational value. the same conditions which account for lack of maintenance of the collection, e.g., lack of a professional librarian to administer the library, account for poor quality and organization of the materials which are purchased, however recently. Thus, an administration which decides to try to salvage an old library should be prepared to see a lot of books carried out to the incinerator.

After the collection has been weeded, the remaining volumes have to be checked against a standard basic list before it is decided which are to be kept and which discarded. This is a job for the professional librarian and it could be quite time-consuming. Finally, new material must be selected and ordered (see Chapter VI of this manual), and then the procedures outlined above can be followed.

Circulation System

There are three basic circulation systems in use by school library media centers: the book card system, the loan card system, and the computer managed system.

1. THE LOAN CARD SYSTEM. In this system a loan card, on which is preprinted the due date and a serial transaction number, is inserted in the book pocket each time the book is loaned. Another record, maintained in transaction number order and containing the bibliographic data as well as the borrower's name, is kept at the circulation desk. When the book and the loan record is marked to reflect the return of the book. For a given loan period, the transaction numbers which have not been canceled on the due date are overdue.

2. THE BOOK CARD SYSTEM. In this system each book has a card which bears the bibliographic identification of the book and space for the names of borrowers. When the book is borrowed, the card is then filed at the circulation desk in due date order. When the book is returned the card is removed from the circulation file and replaced in the book, thus clearing the record. Cards remaining in the file after the due date represent overdue books.

3. THE COMPUTER MANAGED SYSTEM. In this system each book contains a magnetic bar code. When the book is borrowed, the book and student number are scanned with a light pen or reader and a circulation record is created. When the book or material is returned, the record is deleted.

Whichever system is selected for use in the school library, there are some general factors which every library should consider in relation to its circulation system. Some of these things are:

1. Do <u>not</u> maintain a formal circulation system for daily materials.

2. Do use a circulation system which is based upon a common expiration date rather than upon a certain number of days from the time of borrowing.

3. There is always a certain loss of materials which cannot be changed regardless of how the materials are handled.

4. There are a number of microcomputer programs available to notify borrowers who have overdue materials. These programs allow you to generate (with a minimum of staff time expended) on a regular basis, individual fine notices and/or lists of overdue materials.

CHAPTER X

USING TEACHER-AIDES IN SCHOOL LIBRARIES

Introduction

Under Idaho law anyone who performs the work of an elementary or secondary school teacher must be licensed by the State Board of Education for the specific work being performed. Section 33-1201, Idaho Code, states:

Every person employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under authority of the state board of education, valid for the service being rendered.

Pursuant to this section, the Idaho State Board of Education adopted is Policy Statement number 301.3.15, Proper Certificate Required for Position Held, which states:

A person employed by a school district in a position requiring a certificate must hold a valid certificate of the specific type and bearing the specific certificate endorsement required for the service being rendered. Any person not meeting such requirements shall be deemed to be misassigned and non-certificated within the meaning of Idaho Code Section 33-1002 (6) (d) and Section 33-1201. The State Superintendent of Public Instruction shall withhold funds as required by law in the event a district is determined to have misassigned teachers in violation of the provisions of this policy.

Moreover, the Code of Ethics of the Idaho Teaching Profession adopted by the Professional Standards Commission and approved by the State Board of Education in 1979 requires that "The educator discourages the practice of the profession by unqualified persons," and requires that the teacher "Shall not delegate assigned tasks to unqualified personnel." Under Section 33-1208(h), Idaho Code, a violation of the Code of Ethics is grounds for revocation or suspension of a teacher's certificate.

From the foregoing, it is apparent that the distinction between certified and non-certified personnel in the teaching profession is a very serious one which is deeply rooted in state law, State Board policy, and the ethical standards of the profession itself. It is with these facts in the forefront of its considerations that the State Department of Education issues these guidelines concerning the use of teacher-aides in elementary and secondary schools.

The fact that there are serious legal and ethical aspects to the use of teacher-aides should in no way discourage local school districts from considering the advantages of this kind of differentiated staffing practice. There are, under the proper circumstances, distinct

benefits to be gained through the use of teacher-aides, but reducing teacher work-loads or economizing on teacher salaries is not likely to be among them. The temptation to use teacher-aides in one way or another to supplant certified professional teachers is one of the most serious difficulties associated with the development of these programs. This temptation becomes all the greater after teacher-aide programs have been in place for a few years and the aides have become very proficient in performing the routine functions of classroom management. When that happens, it sometimes seems to the educationally naive observer as though there is little difference between what certified teachers do and what teacher-aides do or, at least, are capable of doing. For this reason, among others, it is important for teachers and administrators to make whatever effort may be necessary at the outset to define the nature of the teacher-aide's job in some detail. And in order to do that, educators will inevitably have to think very deeply and seriously about their own work and to identify more explicitly the uniquely professional aspects of that work. This is especially true in those instances where the use of aides seems to have replaced a position traditionally held by a professional teacher, e.g., the use of aides to operate elementary school libraries.

The Teacher-Aide Program

It seems unlikely that a single, definitive line can be drawn between professional and non-professional work in teaching. Where the line is drawn in given situations will be strongly influenced by the competence of the people involved, the degree of supervision exercised, the type of students being involved. But regardless of what distinctions are made, they cannot be either trivial or arbitrary, but must reach to qualitative differences in the types of work being considered. This means that the task of defining the job to be performed by teacher-aides, either in general terms or on specific occasions, presents a professional challenge of the highest order to teachers and school administrators. The examples and the rule-of-thumb definition of the work of teacher-aides offered here are, therefore, rather conservative in keeping with the nature of these kinds of guidelines.

The size and complexity of a public education system which attempts to reach virtually the entire population of a community's children and young people will inevitably require a large measure of organization and institutionalization. And so long as teachers are required to pursue their profession within the constraints of such an institution, there will be substantial management and housekeeping chores connected with their jobs. It is primarily in connection with the institutionalization of teaching that teacher-aide programs offer their greatest promise of improving the quality of instruction available to students. Indeed, a useful working definition of the differences between the professional work of the teacher as distinct from the nonprofessional work of the aide might be developed by regarding the latter as an effort by the institution to assume responsibility for the expanded management, logistical, and general quartermaster duties created as a result of the growing institutionalization of mass education.

In very general terms, the primary duties of teacher-aides are those with maintaining care, custody, control, and minor discipline of students; moving them from place to place safely and efficiently; supervising their recreation, entertainment, play, social activities, leisure time, etc.; creating and maintaining routine records; and managing the equipment and logistical arrangements associated with mass education. More specifically, the job of the teacher-aide might include, but not necessarily be limited to, the following:

1. Drill students on vocabulary, spelling words, multiplication tables, etc.
2. Score objective tests, workbooks, and homework using an answer sheet or key.
3. Administer machine-scored tests.
4. Administer spelling tests.
5. Put prepared work on chalkboard.
6. Take attendance, report absences and keep records of absences and tardies.
7. Help children learn to pay attention, to follow instructions, and to persevere in a task.
8. Supervise study periods.
9. Supervise the class when the teacher has to leave the room temporarily.
10. Read announcements and answer student questions about school calendar, schedules, and activities.
11. Help students with routine procedural administrative problems, e.g., changing lockers or desks, filling out forms, replacing lost books, etc.
12. Hand out and collect homework assignments -- keep track of who is late getting assignments done, who does extra work, etc.
13. Help the teacher watch for unusual or anti-social behavior in the students.
14. Chaperon social activities; supervise playgrounds and lunchrooms; monitor hallways, and rest rooms; take tickets at games and dramatic presentations; etc.
15. Collect funds for various purposes and keep pictures project, etc.
16. Manage student fund-raising activities, school pictures project, etc.

17. Escort young children to and from lunchroom and playground.

18. Settle minor disputes and quarrels among students, give minor reprimands, report serious discipline infractions to the teacher, etc.

19. Help small children with coats, boots, etc., and with finding the right bus, etc.

20. Escort students to school nurse, principal's office, home, etc., when necessary.

21. Maintain folders of students' work.

22. Help the teacher compute grades, record them in the grade book, prepare deficiency reports, report cards, etc.

23. Telephone parents to check on student absences and to verify notes requesting permission for students to leave school early, etc.

24. Help teachers with clerical work, e.g., typing and duplicating materials, preparing visual aids, filling out forms for the administration, etc.

25. Schedule movies and other audiovisual materials, and operate audiovisual equipment.

26. Make arrangements for field trips and assist the teacher in supervising the students while on the trip.

27. Decorate bulletin boards and install classroom holiday decorations.

28. Maintain a clean and orderly classroom by arranging furniture, shelving books, supervising student clean-up chores, etc.

29. Check textbooks in and out at the beginning and end of the year.

30. Order, issue, recover, and inventory needed supplies and materials.

When one considers the work of specialized teachers such as the school librarian and the physical education teacher, additional jobs for the teacher-aide suggest themselves. These might include:

31. Typing book orders.

32. Checking materials in and out.

33. Filing cards.

34. Following-up on overdue books.

35. Reconciling the books on the shelves with the shelf list.

36. Re-shelving books and magazines.

37. Reading and telling stories to primary children.

38. Mending damaged books and magazines.

39. Videotaping instructional television programs off-the-air, and playback of same.

40. Checking audiovisual equipment and materials in and out to teachers.

41. Helping teachers use audiovisual equipment.

42. Helping teachers with local production of audiovisual materials.

43. Cleaning and repairing audiovisual equipment.

44. Checking physical education uniforms and lockers.

45. Supervising shower rooms.

46. Timing races and measuring other performances.

47. Set up equipment.

48. Drill students in exercise.

This list should provide substantial help to local educators in drafting job descriptions for teacher-aides. There will, of course, arise questions in given circumstances about the propriety of assigning certain tasks to aides rather than to teachers. Such questions can only be left to the judgements of the relevant authorities and affected parties involved in particular sets of circumstances. It seems clear, however, in general terms, that anything involving independent judgement or action with respect to matters dealing with or affecting the instruction of students is properly the work of a professional, certified teacher. Accordingly, it is clear that exclusive reliance upon aides to operate elementary school libraries precludes using them to teach information finding and evaluating skills, to select or weed instructional materials, to prepare bibliographies for teachers, etc.

One final word needs to be said in connection with distinguishing the job of the paid teacher-aide from those of both the student aide and the school volunteer. The teacher-aide position should be conceived basically as a full-time, paid employee of the school who enjoys the same terms and conditions of employment as any other non-certified employee. As such, the teacher-aide differs from the student aide in many ways. As an adult employee of the school district, the teacher-aide can be held responsible in ways that a student cannot; and the teacher-aide is available for the full-regular work day, whereas student aides usually work only a few hours per week. A major advantage of teacher-aides over student aides is the relative lack of turnover among regular employees as compared to student helpers. A common objection voiced by teachers to the use of student aides is that one barely has them trained to do their jobs before they move on through the system. This can be a serious problem in school libraries, for example, if student labor is relied upon to keep down the costs of regular clerical personnel. Turnover is also a serious problem with volunteers. In fact, most organizations which use volunteers at all try to limit their use to piece-work types of jobs where special skills and continuity of effort are not important. Administrative control and accountability are very difficult to impose over volunteers.

Finally, the work of a teacher-aide inevitably brings one into possession of information that is subject to abuse, and a trained, regular employee of the school is far more likely to treat such information with the respect and confidentiality it deserves than is someone who lacks maturity and commitment to the institution of an adult worker who depends for his livelihood on the institution.

Organization and Administration of the Teacher-Aide Program

When the professional staff of a school has thoroughly understood the difference between what teachers do and what teacher-aides can reasonably be expected to do, then the staff can begin tot consider the question of whether or not a teacher-aide program has anything to offer the school. This decision should be made strictly in terms of what such a program has to offer in terms of improving the quality of education offered to children, not in terms of what such a program has to offer in terms of improving the quality of education offered to children, not in terms of lessening the workloads of teachers, economizing on teacher salaries, following current staffing trends, etc. The most immediate consequence of employing teacher-aides is to allow teachers more time. If the staff believes that this extra time can be used in such a manner as to substantially increase the quality of education made available to children, then it may want to give the teacher-aide program a try. In school libraries where there is always a large volume of routine, clerical work to be done, the use of aides is usually easy to justify.

If the decision is made to try a teacher-aide program, the entire program should be envisioned from the outset and adequate provision made for it in district policy. Specifically, the board should adopt policy which defines the job of teacher-aide and deals

specifically with the selection, training, assignment, and evaluation of persons employed in that capacity. In Idaho, teacher-aides belong to the class of uncertified personnel which includes secretaries, clerks, maintenance personnel, and bus drivers. Selection of teacher-aides should be made on the basis of a carefully designed job description which outlines both the work to be performed and the qualifications required of applicants for the job. The precise qualifications specified will depend upon how the teacher-aide job is defined in a particular case, but in general it can be reasonably required that teacher-aides be in good physical and emotional health, of good moral character, and sufficiently well-educated to perform the work assigned to them. Students, especially the younger ones, depend heavily upon models for what they learn at school, and to provide them with models in the classroom itself of poorly educated teacher helpers would run counter to the purposes for which students are sent to school. At least a moderate degree of education would seem to be essential to preclude the possibility of the aide passing along misinformation and doctrinaire attitudes to the children through routine, casual conversation. Beyond these very basic, job-related requirements, there may be others which the district will want to impose depending upon the specific position for which the aide is being recruited.

Training

As both a practical necessity and a legal precaution the school should submit all of its teacher-aides to a program of formal training before assigning them to teachers. The aides will need to know a number of school procedures and policies in connection with such matters as taking the reporting attendance, verifying excuses and permits, supervising playgrounds, reprimanding students, operating equipment, handling emergencies, and following safety procedures before they can be of much use to a working teacher. Consider, for example, the legal implications of assigning teacher-aides to supervise playgrounds. Under the basic principles of tort law, school districts are responsible for their own hiring practices and can be found negligent for the conduct of the people they hire. School districts have an affirmative duty to provide their students with that degree of care which a person of ordinary prudence, charged with comparable duties, would exercise under the same circumstances. Thus, school districts have a basic responsibility to employ persons who have a certain degree of competency in the type of activity to which they are to be assigned. For this reason, it is extremely important that teacher-aides be thoroughly trained as to the characteristics, uses, and possible dangers of playground equipment, and in the procedures to be followed in case of an accident or emergency, before they are assigned to supervise playgrounds. Such training can be most economically, uniformly, and effectively given through a formal, systematic training program which is routinely provided to all new aides. The training program can offer the additional advantage of allowing the school staff an opportunity of observing the new employees more closely before they are actually placed in contact with children. A handbook for teacher-aides can be very useful both as a sort of text for the formal training program and as a reference book for the subsequent use of the aides.

The actual training program and the handbook should cover such matters as the following:

1. An overview of the legal and philosophical foundations of public education, including a discussion of the purposes and goals of education.

2. The differences between professional and nonprofessional jobs in the schools, including the rationale behind this classification system.

3. The Code of Ethics of the Teaching Profession, including the aides responsibilities under relevant portions of the code.

4. The policies, procedures, and administrative hierarchy of the school system.

5. Terms and conditions of employment.

6. School records and record-keeping systems, and the important of confidentiality concerning information about students.

7. An overview of the educational programs of the school and the relationship between curriculum and extracurricular activities.

8. Skill training and practice in the specific functions to be performed by the aides after being assigned to a teacher, e.g. filing, grading papers from a key, giving a spelling test, accounting for funds collected for special projects, production of transparencies and operation of projectors, disciplining of students for minor infractions, decorating a bulletin board, supervising hallways and playgrounds, basic life-saving first aid, and district health and safety procedures.

Assignment

It is of paramount importance that the professional teacher be in charge of his or her classroom. For that reason, and to assure that instruction is always left in the hands of certified teachers, it is important to establish in policy that teacher-aides will always be assigned to work under the direct supervision of professional teachers. If only certain kinds of teachers are to be provided with aides, e.g., librarians and P.E. teachers, that, too, should be specified in policy. Because of the close working conditions of teachers and aides, and because the nature of their personal relationship can hardly be concealed from their students, the assignment of aides should, as a matter of policy, be made only upon request of the teacher. For the same reason, the right of teachers to participate in an interview with applicants for the job of the aide who is to work with them should be secured in policy. If the teacher-aide program is to have the best chance of succeeding, the process by which eligible teachers request the services of an aide should be formalized to include at least

these three elements: (1) a demonstration by the teacher of a significant understanding of the differences between professional and non-professional work in teaching; (2) a description of the specific work which the requested aide will perform; and (3) a description of the ways in which the instructional efforts of the requesting teacher will improve as a result of the services of the requested aide.

It will not always be the case that teachers requesting the help of an aide understand the full potential for using them, and this fact should be considered in evaluating requests for aides. Still, the requesting teacher should be able to express some idea of exactly what the aide will do and how his or her services will improve the effort to educate students. It seems likely that a fair number of teachers will not have had much experience in supervising an assistant; it may, therefore, be a good idea to require, as a condition of being assigned an aide, that teachers receive formal training in both the use and supervision of teacher-aides.

If a single aide is to be assigned to help more than one teacher, it is very important that understands be reached well in advance as to how the aide's time is to be assigned. It may be desirable under these conditions to leave the supervision of the aide in the hands of the principal or a coordinator of aides except when the aide is actually working in a classroom when, of course, the aide would have to be under control of that classroom teacher.

Special Assignments

A common use of teacher aides in Idaho has been in areas such as Special Education and Chapter I classrooms which are funded with categorical funds. These special funds usually have to be expended in accordance with certain very specific criteria which directly affect what can be done, which students can be served, and so forth. Thus, in addition to the general considerations set forth above concerning the use of teacher-aides in schools, additional requirements may be set for certain types of assignments, depending upon the source of funding for the program. Consequently, it is a good idea to discuss the job descriptions of aides to be used in programs funded from such sources as Chapter I, Chapter I - Migrant, Chapter II, etc., with the appropriate program officer in the State Department of Education.

Evaluation

Evaluation policies and procedures for teacher-aides should be consistent with what is done in the school as regards the evaluation of other personnel. That is to say, if there is no formal program of personnel evaluation for other classes of employees in the district, there may be certain legal difficulties connected with using the results of a formal evaluation of aides in ways that adversely affect them. Beyond noting that the criteria by which the job

performance of aides is to be judged should be demonstrably related to the work actually required of them, there is little to be said about the evaluation of teacher-aides which would not be equally pertinent to any personnel evaluation procedure. Thus, the adoption of a teacher-aide program by a school would require only a reasonable extension of its existing personnel management policies and practices to cover this new class of workers.

Summary

It is not the purpose of the State Department of Education either to encourage or to discourage the use of teacher-aides by local school districts which are considering the advisability of implementing such programs of certain serious professional and legal aspects of the matter, and to offer a few suggestions for program planning. The use of teacher-aides in classrooms and libraries no doubt holds considerable promise for the improvement of instruction; but it also raises some of the most serious issues concerning public policy and professionalism in school work. The presumption that extended higher education and special professional training are a necessary part of the preparation of teachers is very old and venerable and must not be taken lightly. Those who undertake projects which, by their very nature, involve the task of distinguishing between professional and non-professional work in teaching must be prepared to deal significantly and convincingly with challenges to this presumption.

To regard the use of teacher-aides as a proper means of reducing workloads for teachers or for reducing the cost of professional salaries to the district is to seriously misunderstand the concept. By the former view, teacher-aide programs are reduced to something like a negotiable fringe benefit for teachers; and by the latter account, they are simply unethical and illegal if they result in the assignment of instructional duties to unqualified people. The latter consideration is especially important in cases where a position traditionally held by a professional educator, e.g., school librarian, is downgraded to an aide's position.

Formal, pre-service training of teacher-aides is important both in functional terms and as a legal precaution. Aides who have not been trained in their specific jobs and in other matters baring of the protection of the health and safety of students may constitute a legal liability for the school and an impediment to the potential success of the teacher-aide program.

The only sound justification for undertaking a teacher-aide program is the potential of such programs significantly to improve the quality of educational opportunities thereby made available to students.

APPENDICES

APPENDIX 1

IDAHO ACCREDITATION STANDARDS

ACCREDITATION STANDARDS FOR SCHOOL LIBRARY/MEDIA CENTERS

Idaho law requires that, in order to be accredited, public schools in the state must meet certain standards. These requirements are published by the Idaho State Department of Education in the State Board of Education Rules and Regulations, K-12, under the headings, Standards and Recommendations for Elementary Schools, and Accreditation Standards and Procedures for Secondary Schools.

Each publication has a separate section dealing with requirements for the library/media center. But, additional standards which apply to the library/media program appear in other sections of this publication, so the entire document should be read. Reproduced below are those sections of the state accreditation standards which deal specifically with library/media centers and their programs.

* * *

Accreditation Standards and Procedures

IDAPA 08.02.E.10 Elementary School Approval

IDAPA 08.02.E.10,4.d. Elementary Libraries

1. Every elementary school shall be provided with library facilities, either a central library, circulating classroom collections, or classroom library facilities.

2. All library media materials, both print and non-print, and all instructional equipment shall be classified, cataloged, or processed.

3. There shall be continuous evaluation and weeding of the instructional media collection to assure balance, educational value, relevancy, and currency of the collection and its adequacy to support meaningful instruction in the techniques of library research.

* * *

IDAPA 08.02.E.11 Middle and Junior High School Accreditation

IDAPA 08.02.E.11,5. Instructional Media

Principal: The instructional media center is an important part of the educational program of a middle and junior high school. In order to insure that the school instructional media center is adequate to serve its educational function, the following minimum standards are established.

A. Use of Center:

1. The development of a good instructional media center and its proper use are essential to an effective program. The center shall be open for use by students and teachers during all periods of the day, including the lunch period, and immediately preceding and following regular school hours. It is recommended that it be open evenings when feasible.

2. The center shall be under the direction of a qualified instructional media specialist who serves as a resource person to students and teachers and who also supervises the cataloging and organizing of all books, periodicals, pamphlets, and other instructional materials. Close cooperation between the teaching staff and the instructional media specialist is essential to the administration of a good center.

3. Adequate orientation in the use of the center shall be provided for students and staff. The specialist works to develop in all teachers and students the skills necessary to make them independent, resourceful users of information and materials. Joint planning should be done between the instructional media specialist and teachers to encourage the use of the instructional media center resources in daily class activities.

B. Facilities

The facilities, space, and equipment of the center shall e adequate for the number of students and should be attractively arranged.

The basic instructional media center provides adequate facilities and space for the following:

1. Student and teacher use of the facilities for large groups, small groups, individual study, viewing, listening, recording, student and faculty production area, professional materials collection, storage area, and general library-media area.

2. All audiovisual equipment, non-print and print media of permanent value, exclusive of textbooks, shall be cataloged in the centralized media center. Items may be issued on long-term loan to a department. All media, both print and non-print, shall be classified, cataloged, and processed for central distribution and inventoried annually.

3. A well-equipped production room where instructional materials may be developed and produced.

C. Classifying, Cataloging, and Processing of Materials

1. Every item of permanent value, whether print or non-print, shall be classified and cataloged. A shelf list of all titles shall be maintained. Access to the collection should be through an integrated approach (audiovisual and print items alphabetically arranged in the card catalog or microfilm catalog) and in dictionary arrangement (author-title-subject and all added entries arranged in one alphabetical dictionary file.)

2. The instructional media center shall have a balanced distribution of titles in all classifications, and the collection shall be reviewed annually to eliminate obsolete titles. Eighty percent of the required minimum number of titles shall be nonfiction.

D. Repair and Replacement

Adequate resources shall be provided to assure regular inspection, repair, and replacement of materials and equipment.

E. Staffing

The following chart gives the instructional media specialist requirements which shall be observed. The first person shall be a certificated instructional media center specialist who shall provide direct supervision in the media center for the required amount of time as specified by the enrollment; additional people may be clerical or technical.

*Full-time Equivalency Media Specialist and Other Center Personnel	School Enrollment
1/4 time	Up to - 125
1/2 time	126 - 250
1 time	251 - 500
1 1/2 time	501 - 750
2 time	751 - 1,000
2 1/2 time	1,000 - 1,250
3 time	Over - 1,250

*The first full-time person must be a certificated instructional media center specialist; additional people may be clerical or technical. Volunteers may be assigned; however, they may not be counted to meet staffing requirements.

1. Larger schools shall provide assistant instructional media specialists and clerical assistants in sufficient numbers to assure satisfactory service to the students.

2. No school shall have less than two hours per day of instructional media center time, under the direct supervision of a media specialist, available to students, staff, and others. Schools should keep the library open under professional supervision as long as possible.

F. Collection Size

1. The majority of titles in the school's book collection shall be selected cooperatively by the instructional media center staff, the teaching staff, and students. The **Senior High School Library Catalog** (H.W. Wilson Company) and the **Junior High School Library Catalog** (H.W. Wilson Company) are examples of resources available for the creation of a basic collection. The **Booklist** (American Library Association) is a prominent professional journal which is used to keep the collection current.

2. There shall be continuous evaluation of the instructional media collection to assure balance, relevancy, and currency. A written selection policy, including a challenged materials statement, shall be adopted and reviewed periodically. This written selection policy shall be made available to the State Accreditation Committee upon request.

3. The minimum number of titles and volumes, exclusive of government documents and textbooks required in schools of the various enrollments, shall be as follows:

1. 200 or fewer ..... 2,400 volumes including 1,920 titles (1,536 titles shall be nonfiction)

2. 201-500 ..... 4,800 volumes including 3,840 titles (3,072 titles shall be nonfiction)

3. 501-1,000 ..... 7,200 volumes including 5,760 titles (4,608 titles shall be nonfiction)

4. Over 1,000 ..... 9,600 volumes including 7,680 titles (6,144 titles shall be nonfiction)

G. Periodicals and Newspapers

1. The distribution of periodicals shall be such that all departments in the school will be served.

2. Proper storage and filing space shall be provided for current and back copies of periodicals.

3. All periodicals on the minimum list shall be selected from those included in **The Readers' Guide** or **The Abridged Readers' Guide**.

4. In addition to one or more daily metropolitan newspapers and one or more local newspapers, the minimum number of periodicals for student use for schools of various enrollments shall be as follows:

1. 200 or fewer ..... 25 periodicals

2. 201-500 ..... 30 periodicals

3. 501-1,000 ..... 40 periodicals

4. Over 1,000 ..... 50 periodicals
(20% duplication permitted)

5. A list of all periodicals provided shall be submitted with the annual report upon request of the State Accreditation Committee.

H. Materials and Equipment

1. Adequate equipment should be provided for effective use in the instructional program. Examples are: record players, tape recorders, projectors of various kinds, television receivers, screens, cameras, videotape recording and playback equipment.

2. The instructional media center shall have a retrieval and inventory control procedure for equipment.

3. A school which meets the standards by offering library and media services through the use of resources beyond the school itself shall specify such sources.

4. Schools shall provide a list of materials and equipment available through the media center.

I. Budget

The minimum annual expenditure for books, periodicals, and audiovisual materials and equipment, including dictionaries and encyclopedias, for schools of various enrollments shall be as follows:

1. 200 or fewer . . $1,000 or $7 per student, whichever is greater

2. 201-500 . . . . . $2,000 or $6 per student, whichever is greater

3. 501-1,000 . . . . . $3,000 or $5 per student, whichever is greater

4. Over 1,000 . . . . $4,500 or $4 per student, whichever is greater

* * *

IDAPA 08.02.E.12 High School Accreditation

IDAPA 08.02,e.12,5 Instructional Media Standard

Principle: The instructional media center is an important part of the educational program of a high school. In order to insure that the school instructional media center is adequate to serve its educational function, the following have been established as minimum standards.

A. Use of Center

The development of a good instructional media center and its proper use are essential to an effective program. The center shall be open for use by students and teachers during all periods of the day, including the lunch period, and immediately preceding and following regular school hours. It is recommended that it be open evenings when feasible.

The center shall be under the direction of a qualified instructional media specialist who serves as a resource person to students and teachers and who also supervises the cataloging and organizing of all books, periodicals, pamphlets, and other instructional materials. Close cooperation between the teaching staff and the instructional media specialist is essential to the administration of a good center.

Adequate orientation in the use of the center shall be provided for students and staff. The specialist works to develop in all teachers and students the skills necessary to make them independent, resourceful users of information and materials. Joint planning should be done between the instructional specialist and teachers to encourage the use of the instructional media center resources in daily class activities.

B. Facilities

The facilities, space, and equipment of the center shall be adequate for the number of students and shall be attractively arranged.

The basic instructional media center provides adequate facilities and space for the following:

1. Student and teacher use of facilities for large groups, small groups, individual study, viewing, listening, recording, student and faculty production area, professional materials collection, storage area and general library-media area.

2. All audiovisual equipment and non-print and print media of permanent value, exclusive of textbooks, shall be cataloged in the central media center. Items may be issued on long-term loan to a department. All media, both print and non-print, shall be classified cataloged, and processed for central distribution and inventoried annually.

C. Classifying, Cataloging, and Processing of Materials

Every item of permanent value, whether print or non-print, shall be classified and cataloged. A shelf list of all titles shall be maintained. Access to the collection should be through an integrated approach (audiovisual and print items alphabetically arranged in the card catalog or microfilm catalog) and in dictionary arrangement (author-title-subject and all added entries arranged in one alphabetical dictionary file.)

D. Repair and Replacement

Adequate resources shall be provided to assure regular inspection, repair, and replacement of materials and equipment.

E. Staffing

The following chart gives the instructional media specialist requirements which shall be observed. The first person shall be a certificated instructional media center specialist who shall provide direct supervision in the media center for the required amount of time as specified by the enrollment; additional people may be clerical or technical.

*Full-time Equivalency Media Specialist and Other Center Personnel	School Enrollment
1/4 time	Up to - 125
1/2 time	126 - 250
1 time	251 - 500
1 1/2 time	501 - 750
2 time	751 - 1,000
2 1/2 time	1,000 - 1,250
3 time	Over - 1,250

Larger schools shall provide assistant instructional media specialists and clerical assistants in sufficient numbers to assure satisfactory service to the students.

No school shall have less than two hours per day instructional media center time under the direct supervision of a media specialist, available to students, staff, and others. Schools should try to keep the library open under professional supervision as long as possible.

F. Collection Size

1. It is required that the majority of titles in the school's book collection shall be selected cooperatively by the instructional media center staff, the teaching staff, and students. The **Senior High School Library Catalog** (H.W. Wilson Company) and the **Junior High School Library Catalog** (H.W. Wilson Company) are examples of resources available for the creation of a basic collection. The **Booklist** (American Library Association) is a prominent professional journal which is used to keep the collection current.

2. There shall be continuous evaluation of the instructional media collection to assure balance, relevancy, and currency. A written selection policy, including a challenged materials statement, shall be adopted and reviewed periodically. This written selection policy shall be made available to the State Accreditation Committee upon request.

3. The minimum number of titles and volumes, exclusive of government documents and textbooks required in schools of the various enrollments, shall be as follows:

1. 200 or fewer ..... 2,400 volumes including 1,920 titles (1,536 titles shall be nonfiction)

2. 201-500 ..... 4,800 volumes including 3,840 titles (3,072 titles shall be nonfiction)

3. 501-1,000 ..... 7,200 volumes including 5,760 titles (4,608 titles shall be nonfiction)

4. 1,001-1,800 ..... 9,600 volumes including 7,680 titles (6,144 titles shall be nonfiction)

5. Over 1,800 ..... 12,000 volumes including 9,600 titles (7,680 titles shall be nonfiction)

G. Periodicals

The distribution of periodicals shall be such that all departments in the school will be served. Proper storage and filing space shall be provided for current and back copies of periodicals. All periodicals on the minimum list shall be selected from those included in **The Readers' Guide** or **The Abridged Readers' Guide**. These publications are considered standard for any school library.

In addition to one or more daily metropolitan newspapers and one or more local newspapers, the minimum number of periodicals for student use for schools of various enrollments shall be as follows:

1. 200 or fewer ..... 25 periodicals

2. 201-500 ..... 30 periodicals

3. 501-1,000 ..... 40 periodicals

4. Over 1,000 ..... 50 periodicals (20% duplication permitted)

H. Materials and Equipment

1. Adequate equipment should be provided for effective use in the instructional program. Examples are: record players, tape recorders, projectors of various kinds, television receivers, screens, cameras, videotape recording and playback equipment.

2. The instructional media center shall have a retrieval and inventory control procedure for equipment.

3. A school which meets the standards by offering library and media services through the use of resources beyond the school itself shall specify such sources.

I. Budget

The minimum annual expenditure for books, periodicals, and audiovisual materials and equipment, including dictionaries and encyclopedias, for schools of various enrollments shall be as follows:

1. 200 or fewer . . $1,000 or $7 per student, whichever is greater
2. 201-500 . . . . . $2,000 or $6 per student, whichever is greater
3. 501-1,000 . . . . . $3,000 or $5 per student, whichever is greater
4. Over 1,000 . . . . $4,500 or $4 per student, whichever is greater

* * *

APPENDIX 2

NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES

STANDARDS FOR ACCREDITATION

NORTHWEST ASSOCIATION OF SCHOOLS AND COLLEGES

The accreditation standards of the Northwest Association of Schools and Colleges and the Idaho Accreditation Standards are identical in relation to middle and junior high schools and high schools. The standards for elementary schools, however, differ slightly.

Standards for Accreditation of Elementary Schools

Section C

Standard IV -- Instructional Media

Principle: The media center is an integral part of the school's educational processes. It is here that the student learns how to utilize materials and equipment for not only supporting present classroom activities, but also for lifetime learning.

Standards:

A. The school instructional media center shall offer a comprehensive program of services to children and to the instructional staff which should include, but not be limited to:

1. Story hour activities.
2. Teaching of media skills.
3. Checking out books.
4. Opportunities for independent study.
5. Group research.
6. Browsing.
7. Use of printed and audio-visual materials.
8. Curricular material.
9. Periodicals.

B. Physical facilities shall include a space that is:

1. Readily accessible to pupils.
2. Attractive in appearance and properly lighted.
3. Fitted with suitable equipment.
4. Adequate to provide floor space for full class instruction and to accommodate special group and individual activities.
5. Adequate for storage and workroom activities.

C. The following chart gives the instructional media specialist requirements which shall be observed. The first full-time media person employed shall be a certificated instructional media center specialist; additional staff may be either clerical or technical. Fractional parts of less than 1 full-time employee may also be counted as either clerical or technical.

Full-time Equivalency Media Specialists and Other Media Personnel	School Enrollment
1/4 time	Up to 125
1/2	126-250
1	251-500
1 1/2	501-750
2	751-1,250

D. Provision shall be made for adequate and appropriate learning materials and equipment for all levels and areas of instruction in the school.

Basic criteria for evaluation of media and materials shall:

1. Provide opportunities for children to learn through doing.
2. Be used in a variety of ways and by children at different developmental levels.
3. Provide for individual and group use, interaction, and problem-solving.
4. Be safe, well constructed, and attractive.
5. Be in sufficient quality and variety to address indoor and outdoor instructional activities adequately.

E. The minimum annual expenditure for newspapers, periodicals, fiction books, non-fiction books, dictionaries, encyclopedias, and audio-visual materials including computer software for schools of various enrollments shall be as follows:

1.	50 or fewer	$250
2.	51 - 100	$500
3.	101 - 150	$750
4.	151 - 200	$1,000
5.	201 - 500	$2,000 or $5.00 per student, whichever is greater
6.	501 - 1,000	$3,000 or $4.00 per student, whichever is greater
7.	Over 1,000	$4,000 or $3.50 per student, whichever is greater

F. The media center for the school shall house its collection of media, both print and non-print. Media shall be varied, up-to-date, and carefully selected in terms of the school curriculum and instructional program.

G. The book collection shall contain a minimum of 10 books per child or 1,500 books, whichever is greater, except in schools under 100 students, then 10 books per child is the standard. Books on order, but not delivered, may be counted as a part of the requirement.

H. The school shall have various types of audio-visual equipment. The audio-visual equipment should include a variety and sufficient number of items such as 16mm motion picture projectors, filmstrip projectors, tape recorders, record players, television sets and recorders, overhead projectors, and computers.

I. In kindergarten and early childhood centers serving children under age six, no central media center or media specialist is required. However, each classroom shall have a collection of 10 books per child. These books shall be appropriate to the various developmental stages, with picture books predominating, and shall cover a variety of topics including nature, real-life experiences, fantasy, mechanical subjects, and art.

J. A school which meets the Instructional Media Standards by offering services through the uses of resources beyond the school itself shall specify such resources and describe how these resources meet the standards.

K. There shall be evidence that children have continual access to the use of books and other learning materials before, during, and after school.

APPENDIX 3

SAMPLE JOB DESCRIPTIONS FOR SCHOOL LIBRARIES

JOB DESCRIPTION

White Water School District Number 000

Position Title:

District Director of Educational Media Services

General Positive Description:

The District Director of Education Media Services is a professional educator having extensive administrative and consultative responsibilities in connection with the operation of the District Media Center, and with providing professional advice and technical assistance to administrative and media personnel in the individual schools.

Under executive supervision by the District Superintendent or the Associate Superintendent for Curriculum and Instruction, the Director of Media Services exercises extensive independent judgement, initiative, and leadership in achieving the instructional and curriculum goals of the district. As the chief district-level officer in charge of educational media and related services, the District Director is in a position to exercise extensive influence upon the curriculum and pedagogy of the entire district.

Minimum Qualifications:

Education: Master's Degree in an academic discipline with appropriate state certificates or endorsements in teaching, administration, and school library/media service.

Experience: At least two years of classroom teaching experience and three years experience as the head librarian in charge of a school library/media center. Some experience in school administration preferred.

Knowledge, Skills, and Abilities: The District Director of Educational Media Services must possess extensive knowledge of the theory and practice of public education, the ethical requirements of teaching and public administration, superior ability to communicate effectively in both spoken and written English, and superior ability to relate to professional peers and subordinates.

District Director of Media Services Reports To: District Superintendent of Education or Associate District Superintendent for Curriculum and Instruction.

District Director of Media Services Supervises: One cataloger, three catalog clerk/technicians, one secretary, one electronics technician, and one truck driver/courier. Some oversight responsibilities for eight professional library/media specialists and twenty-four library aides.

Responsibilities and Activities: The following are a few examples of the major duties and responsibilities of the District Director of Media Services.

1. Advises the District Superintendent on all matters pertaining to the district's educational media program.

2. Represents the district media program on the Superintendent's Management Council and the District Curriculum Planning Committee. Provides leadership in developing policy recommendations governing the operation of the district media program.

3. Administers the operation of the district media center, e.g., centralized purchasing, acquisitions, cataloging, and processing of materials; negotiation of rental agreements, lease arrangements, or other user rights for copyrighted materials; repair, maintenance, and scheduling of the use of certain types of instructional equipment and materials, etc.

4. Provides routine consultative services and technical assistance to building administrative and media personnel, e.g., in budgeting, remodeling, drafting furniture and equipment specifications, reviewing and evaluating the program of services, etc.

5. Assists with the staffing of the media program throughout the district.

6. Provides or arranges for needed in-service training of all personnel assigned to the media program of the district.

JOB DESCRIPTION

White Water School District Number 000

Position Title:

Secondary School Librarian

General Position Description:

A secondary school librarian in the White Water District is a professional educator having both administrative and instructional responsibilities in connection with the operation of the school library program. Under the administrative supervision of the school principal, the librarian exercises considerable independent judgement, initiative, and leadership in achieving the purposes of the school library program which are:

1. helping students to grow intellectually in ways characterized by rationality, reason, critical judgement, and respect for learning and truth;

2. helping students learn the vast and complex world of knowledge and information has to it a simple, rational structure which they can master and make use of;

3. providing students techniques of critical analysis of claims to factual knowledge and information;

4. teaching students techniques of critical analysis of claims to factual knowledge and information;

5. supplying the instructional materials and equipment needed to support the entire curriculum of the school and the instructional efforts of the faculty.

The school library functions in a leadership role, coordinating his work with that of other professional colleagues and support staff in achieving the educational goals of the school. The school librarian is in a position to exercise significant influence upon the curriculum of the school.

Minimum Qualifications:

Education: Bachelor's degree, preferably in an academic discipline, with additional course work as required by the Idaho State Board of Education certification standards for secondary teaching certificates endorsed for school library service.

Experience: At least one year of classroom teaching experience and one year of experience in a school library.

Knowledge, Skills, and Abilities: The secondary school librarian must possess substantial knowledge of the theory and practice of public education, the ethical requirements of the teaching profession, ability to communicate effectively by use of both spoken and written English, and reasonable ability to get along well with others and to function effectively in a public school environment.

Secondary School Librarian Reports to: Secondary School Principal and Head Librarian.

Secondary School Librarian Supervises: One secretary/clerk, one audiovisual technician, and six student library aides.

General Responsibilities:

The following are some examples of the kinds of work for which the librarian is responsible.

1. Building a collection of materials which, by its timeliness, variety of format, scope of subject matter, precision and accuracy of organization, completeness, carefulness of maintenance, and bibliographic accessibility is capable of providing students with meaningful opportunities to learn and practice research skills and of supporting the needs of the curriculum.

2. Operating a structured program of teaching library research and other information finding and evaluating skills at every grade level.

3. Administering the business and technical aspects of the library with efficiency and economy.

4. Serves on the school curriculum committee and the principal's policy advisory committee.

5. Performing other professional functions for which the librarian may be qualified upon assignment by the principal or the Head Librarian.

Specific Objectives and Activities:

The following are a few illustrative examples of the major duties and responsibilities of the secondary school librarian.

1. Teaches appropriate information finding and evaluating skills to all students at each grade-level.

2. Provides individual help to students with library-related and research-related problems.

3. Supervises library assistants and clerical personnel.

4. Selects, acquires, processes, organizes and assimilates into the library collection materials of high educational quality which support the research function of the library and the curriculum needs of the school.

5. Works cooperatively with other teaching staff in scheduling the use of the library for class projects, publicizing library resources and services, compiling special bibliographies, etc.

6. Annually inventories and withdraws from the collection material which is outdated or otherwise educationally useless.

7. Assists the head librarian in compiling statistics, conducting inventories, writing accreditation reports, preparing budgets.

JOB DESCRIPTION

White Water School District Number 000

Position Title:

Elementary School Library Aides

General Position Description:

An elementary school library aide in the White Water District is a classified employee having clerical and nonprofessional service duties in connection with the routine operation of an elementary school library facility. Under supervision by the District Library/Media Specialist, a building Teacher/Librarian, or the building principal, the elementary school library aide exercises care, diligence, and skill in performing a variety of defined and specified tasks necessary for the efficient operation of the school library.

Minimum Qualifications:

Education: High School graduation or equivalent.

Experience: Some experience working in a library preferred. Some experience working with or around children preferred.

Knowledge, Skills, and Abilities: Basic typing and filing skills; at least average competency in the use of standard spoken and written English; ability to relate well with children and teachers; and ability to learn to use, and perform routine maintenance on, various kinds of audiovisual equipment are required.

Elementary School Library Aide Reports To: District Library/Media Specialist, the building Teacher/Librarian, or the building principal.

General Responsibilities:

The following are a few examples of the kinds of tasks required of the elementary school library aide.

1. Typing orders for books and other media selected by the professional educators of the school.

2. Receiving, unpacking, and processing new library materials, and preparing them for cataloging and classification by professional librarians and/or teachers.

3. Filing and withdrawing catalog cards.

4. Checking library materials in and out.

5. Reading to children and telling them stories which have been selected by the teachers.

6. Mending damaged books and magazines.

7. Scheduling the use of library facilities and equipment by teachers.

8. Helping teachers set up and use audio-visual equipment.

9. Shelving books and other instructional media and keeping the library facilities arranged in good order.

10. Providing informal help to individual students in finding library materials.

Federal law prohibits discrimination on the basis of race, color, religion, sex, national origin, age, or handicap in any educational programs or activities receiving federal financial assistance. (Title VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973.)

It is the policy of the Idaho State Department of Education not to discriminate in any educational programs or activities or in employment practices.

Inquiries regarding compliance with this nondiscriminatory policy may be directed to Jerry L. Evans, State Superintendent of Public Instruction, Len B. Jordan Office Building, Boise, Idaho 83720-3650, (208) 334-3300, or to the Director of Office of Civil Rights, Department of Education, Washington, D.C.